

# **ANALYZING CLASSROOM DISCOURSE: AN EXPLORATORY STUDY ON IRF AT A PRIVATE UNIVERSITY OF DHAKA**

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## **Chapter 1**

### **Introduction**

The aim of this study is to investigate the patterns of classroom conversation that takes place in the context of a particular private university and then to list down the IRF (Initiation Response Follow-up) elements that are found in the classroom conversations. Besides, the work also include the responses of the learners towards the present practice of basic spoken English course along with the viewpoints of the teachers to the presently applied methodologies used in an oral communication class.

### **Background**

Research conducted in the context of Bangladesh has so far focused mostly in research topics in the area of teaching contents other than focusing on the learners' needs. As a result, no published work has so far been found in this aspect of IRF model. Therefore, several other studies conducted in the contexts of Turkey, Korea, China and USA has been explored to establish the framework of this research. Later on, a single indirect study on the teaching-learning situations of speaking at the university level has been found conducted by Husain (Husain, 2010) which somewhat helped the researchers to understand the context of oral teaching-learning situation in the private university level of Dhaka, Bangladesh.

### **Context**

The context of this study has been a private university of Dhaka city. The proficiency level of the learners is tertiary and the educational background of the teachers ranges from Masters to M.Phil degree from English department. The major goal of the present study is to find out the discourse patterns in the private university spoken English classrooms and then to investigate whether the elements of Sinclair and Coulthard's IRF model (Cutting 2010) exist in the present practice of oral communication courses. This particular work also aims to categorize the collected conversational data to find the frequently occurred conversational patterns based on IRF model in an oral communication class. The elements of IRF model would be consulted and discussed later in this research.

## **Purpose of the Research**

The main purpose of this research is to investigate whether the IRF elements have been adopted at present in the conversation patterns of the oral communication classes conducted by the teachers in a private university context. The peripheral purpose of this research is to include the current role and reactions of the learners and teachers towards the oral practice in the classroom context through classroom observation and sampling of the students' survey and teachers' interview data. Therefore, to achieve the proposed goal, one central research question followed by two sub-questions have been selected by the researcher as below-

## **Research Questions**

### **Central Research Question**

1. How IRF has been implemented in a CLT based oral communication classroom at the tertiary level?

### **Sub- Questions**

1. What are the roles of teachers and learners in the practice of IRF inside the oral communication classrooms?
2. What are the viewpoints of teachers and learners while adopting IRF in their CLT based oral communication classrooms?

## **Significance**

The findings of this study would triangulate the responses of the learners and the opinions of the teachers to find the present adoption of IRF model in both ways (teacher-learner and learner-learner) of classroom conversation in the oral communication class. This current study aims to reveal the importance of the IRF elements in the classroom discourse and how the teacher needs to be aware to arrange the follow up sessions for the learners. Additionally, the classroom conversation data will also reveal the power relationship that exists in a classroom conversational context.

## Thesis Outline

Chapter one provides a brief outline about the thesis, including the background of the topic, the specific research problem, and associated research questions and objectives of the study; and lastly, the significance of the research.

Chapter two explores the relevant material from the extensive bodies of literature on the historical development of IRF model and thus it helps to determine the significance of the model in present practice of teaching and learning. It reflects on the nature and problems of current classroom conversations that takes place in the oral communication classrooms of a private university.

Chapter three outlines the research methods for this study by combining both qualitative and quantitative techniques. It provides a brief description of selection of the study areas, the data collection method and analysis strategy along with the limitations.

Chapter four provides a detailed account of the research findings based on the student survey, teachers' interviews and observation data. It presents an attributed account of the results of this study and also discusses the reasons behind their occurrences.

Chapter five explores the research questions by discussing them from the theme based perspectives. It explains in detail the challenges to implement the IRF model in the context of a private university with the learners from diverse backgrounds; the barriers to policy implementation; and prospective areas of participation. The chapter is divided in three parts based on the theme of the research questions. While *part one* elaborates these findings from the perspectives of the observational data that has been found under study, *part two* presents the data obtained from teacher's interviews and student survey with participants from a reputed private university of Dhaka city to determine the role of a teacher in an oral communication class and *part three* comprises the opinion of the teachers on the present practice of teaching-learning situation.

Chapter six report on the brief summary of this study with the conclusive remarks and recommendations. It also elaborates on the further implementation and scopes that can be used for another extended study.

## Chapter 2

### Literature Review

This chapter discusses the existing literature, concepts and terminologies centered on the study.

#### Historical Background

The first initiative for analyzing the discourse of a classroom context has been laid by Bellack et al. (1966). They have offered a framework containing four parts to categorize the elements that are found in a classroom discourse: 1) structure, 2) solicit, 3) respond and 4) react (Allwright & Bailey, 1991, p. 98).

History discloses the British linguists who have contributed mostly for maintaining the structural-linguistic criteria, analyzing the bits and pieces of units in isolation and finally setting up a well defined sequence of discourse (McCarthy, 2002, p.6). A crucial study was carried out at the University of Birmingham by two researchers, Sinclair and Coulthard (1975), who developed a model for analyzing the teacher-student talk based on a hierarchically structured system of ranks. Their work in this field is entitled as ‘towards an Analysis of Discourse: The English Used by Teachers and Pupils’ was published in 1975 and brought this theory into the light. Later on, Coulthard himself published ‘An introduction to Discourse Analysis’ in 1977 with a view to summarizing their theory (Yu, 2009).

They suggested that pedagogical discourse at the analytical level can be considered in terms of the linguistic level of sentential analysis and the social/pedagogical level of programs and courses. The discourse level involves five ranks:

**Lesson**  $\longleftrightarrow$  **transaction**  $\longleftrightarrow$  **exchanges**  $\longleftrightarrow$  **move**  $\longleftrightarrow$  **act**

Each of the above elements builds up the elements of the higher rank, in accordance with the hierarchical structure (see figure 1).

They found that the language classroom of traditional native-speaker school is combined with a three- part of exchanges:

- 1) **Instructor's initiation**
- 2) **Learner's response**
- 3) **Instructor's follow up**

The above IRF structure is arguably still the most common form of teacher-pupil speech exchange at all levels of schooling. However, the common scenarios of all these exchanges (also see table 1) are found in the below assumed manner -

#### **1) Instructor's initiation**

In a classroom context, the teacher first frames the discourse in a way that sets out both the topics to be discussed and the communicative goals to be achieved. The way the topic has been brought into the light for further classroom discussion is known as *initiation*. In our CLT based language classrooms, exchanges between the instructor and the learners generally take place within 'topically relevant' sets of talk and the instructors may not always need to make explicit initiations (Mehan, 1979, p.169). To illustrate this type of scenario, the topic initiating statements that are commonly used by the instructors can be visualized. For example, '*Okay, we have been looking at fragments*'. This initial statement establishes the elements of this specific area to be discussed in the ensuing discourse, and then the directives used by the instructor like as '*so, let us all open page number 71...and if anyone faces any doubts while I will read aloud just raise your hand but don't make any noise*'. Sometimes the instructor uses the questioning techniques to initiate a topic in the language classroom. In this case, the learners are expected to answer the queries raised by the instructor. The answers from the learners in this type of initiating session help the instructor to know their level of understanding and thus to frame the upcoming content according to the demands of the classroom context. The different types of initiation found in a classroom context are being stated below (sources – Pinantoan, 2013; Cutting, 2010; Kao, Lehman and Cennamao, 1996; Woods, 2006) —

- a) **Elicitation:** Elicitation is the act of obtaining language data from the learners. It is a form of initiation that is used to request the learners for responding to a query asked



by the instructor. The instructor may repeatedly ask several questions to the learners to get their total concept of a particular topic. For example, if an instructor asks *'Do you know any other poets other than Wordsworth who used to write about the nature?'* then it expresses the intention of obtaining more data from the learners.

**b) Informing:** Informing is the act of giving information to the learners about the talked topic. The instructors at first tries to inform the learners about the content of a lesson or task. To state such a situation, the instructor might use a term like as

- T: *The blue mountain is higher than the red one,*
- T: *The earth is going round the sun,*
- T: *We can see that the purple ball is smaller than the yellow one etc.*

**c) Directing:** Directing express the act of giving order or direction to the learners to complete a task or to fulfill the lesson goal. In such cases, the instructor might use the terms like

- T: *the team leaders have to write their group names on the board first,*
- T: *you have to pick one folded sheet to know your serial,*
- T: *Go to the board to write the scores etc.*

Therefore, it is used to induce learners to carry out actions.

**d) Checking:** Instructors use this type of act to know the progress of the giving task or activity. In the middle of a task, they ask some questions to check the level of progress the learners have made at that moment. For instance, they might ask the questions like as

- T: *Have you finished reading the text?*
- T: *Are you ready to present your posters?*
- T: *How far have you been of the task? etc.*

**e) Giving Cues:** Instructors sometimes encourages the learners to contribute in the classroom discussion by giving them different cues. For example, the instructor might use the terms like,

- T: *those of you who know the answers please raise your hand.*

**f) Nomination:** The instructors sometimes address the responder with their names and thus invite the specific learners to contribute in the discussion. Example of such situation is

- T: *Eva, tell us the answer please,*
- T: *Ratan, write the question on the board etc.*

**g) Prompt:** Prompts usually put reinforcement on directives and elicitation and are commonly used in the middle of an initiating task. Here, the instructors reinforce on the fulfillment of the goal to be achieved in the targeted timeline. For instance, the teacher might use the term like

- T: *Go on fast, we are running out of time or*
- T: *Hurry up, only five minutes left to finish your poster.*

**h) Repetition of Instruction:** The instructors repeat the information and instruction of a task or activity before introducing it to the whole class to avoid the chaotic situation or side talk among the learners during the activity. Repetition helps to produce prompt responses of understanding or doubts regarding the task to be discussed beforehand. Example of such situation is when the instructor said,

- T: *You have to make the outline first before writing the essay. Tell me, what you will do now? You will make an outline.*

**i) Marker:** Markers are realized by a close class of items used by the instructor. When a marker is acting as a head of a framing move, it has a falling intonation and a silent stress. Instructors use the markers to mark the boundaries of a discourse pattern. For instance, use of terms like ‘*ok*’, ‘*well*’, ‘*now*’, ‘*good*’, ‘*alright*’ etc express the closing of an exchange.

**j) Bid:** Bids are realized as a closed class of verbal and non-verbal items and the only type of initiation that is used by the learners instead of the instructors. **Non-verbal bids** include heavy breathing, finger clicking, raising hands etc. On the other hand, **Verbal bids** include terms like ‘*Sir*’, ‘*Miss*’, ‘*Instructor’s name*’ etc. Its function is to signal a desire to contribute to the discourse.

**k) Clue:** It is realized by a statement, command, and question type item. It helps the learners to provide information and thus to comply with the elicitation or directives asked by the instructor. Example of such situation can be as below...

*T: You have to color the countries that have been a British colony. (clue)*

*Sl: So, we have to mark those colonies with different colors in this map.*

*T: Yeah, that’s right. And for this task, you’ll get only five minutes.*

- l) **Metastatement:** It is realized by a statement which refers to some future time when what is described will occur. Its function is to help the learners to see the structure of the lesson, to help them understand the purpose of the subsequent of the exchanges, and see where they are going.

*T: So, this article on 'Robotics' signifies the chances of a bionic world. Can you imagine what can happen then?*

*S: Man will lose their jobs.*

*T: Right, you are. Moreover, the robots can be on the position to rule and control us.  
(Metastatement)*

- m) **Aside:** It can be used both by the instructor and the learners in the classroom context. It is realized by a statement, question, command, and modeless item and usually marked by lowering the tone of voice, and not really addressed to the whole class. For instance,

*T: Where did I put the chalk?*

*Or*

*S: Where is my pen?*

## 2) Learners' Response

Learners' responses are typically shorter than the instructor's questions in a CLT based language classroom. For instance, if the instructor asks an initiating question like

*T: 'What do you prefer to do on weekend?'*

The learners may simply answer that '*watching movies*' or '*going out with friends*'. On the other hand, some queries raised by the instructor may also ends up with non-verbal responses like as nodding the heads, giving a blank gaze or showing the figures with the fingers etc. Moreover, sometimes the close ended questions from the instructor's end make the learners' responses bounded within the yes/no frame. For example, if the teacher asks, '*Do you have any other siblings?*' or '*Have you ever been to Italy?*' then it limits the response within the acceptance or denial terms of responses.

The different types of response found in a classroom context are being stated below—

- a) **Loop:** In Sinclair and Coulthard's speech act categories (1992), loop is realized as a closed class of items that have rising intonations. Its main function is to return the

discourse to the stage it was before the pupil spoke, from where it can proceed with a normal mood. Example of such situation is.....

*T: Rihan, can you tell us what does dialect mean?*

*S1 (Rihan): Eh...sorry sir, I didn't get it. (Loop)*

*T: Well, I am asking the definition of dialect.*

- b) Comment:** It is realized by a statement or tag question that is subordinate to the head of the move and its function is to exemplify, expand, justify and to provide additional information.

*T: If I say that 'villain' is a positive word. Is it right?*

*S1: No sir. How it could be? It bears a negative meaning in reality. (Comment)*

*T: But it was used as a positive word in the past history of English.*

- c) Silent Stress:** It is realized by a pause of one or more beats, following a marker. It helps to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary. It is expressed through this symbol. (^)

- d) Scaffolding:** In scaffolding, the instructor is an *activator* whose role is to facilitate the student's incremental mastery of a concept. Kao, Lehman and Cennamo (1996) have proposed two primary types of scaffolding as below:

1) **Soft Scaffold:** Soft scaffolds are dynamic, situation-specific aids provided by the instructor or peer.

2) **Hard Scaffold:** Hard scaffolds are static and specific. These types of scaffolding situations can be anticipated and planned based on the typical difficulties that a learner might face while doing the task. Hard scaffolds again can be divided into three sub-categories as below.....

- A. **Conceptual Scaffolds:** This type of scaffolding helps the learners to organize their gathered ideas and thus connecting them to related information.
- B. **Specific Strategic Scaffolds:** This category of scaffolding helps the learners to ask more specific questions to the instructor.
- C. **Procedural Scaffolds:** This type helps the learners to clarify the specific task in details. Example of such scaffolding is the oral and digital presentations that the learners make for a course.

- e) **Reacting:** It is realized by a non-linguistic action. Its function is to provide the appropriate non-linguistic response defined by the preceding directive. For example,  
*T: All the team leaders please write the names of your group in the tags and wear it as a badge.*  
*S: (carry out the instruction silently)*
- f) **Replying:** It is realized by a statement, question or modeless item and non-verbal surrogates as nods. Its function is to provide a linguistic response which is appropriate to the elicitation. For instances,  
*T: Do you know the types of grammar?*  
*S1: (nodding the head) (reply)*  
*T: Okay, Tina. Do you know the answer?*  
*S2: Five types, sir. (reply)*
- g) **Close-ended Questions:** It is realized by the sets of questions that have specific or universally accepted answers. Instructors ask these types of responses from the learners to check whether they are attentive to the lecture or not.  
*T: Who is the author of the novel 'The Wuthering Heights'?*  
*S1: It is Emily Bronte.*  
*T: Are you sure? That it is not Charlotte Bronte?*  
*S1: Yes, I am.*
- h) **Rhetorical Questions:** A rhetorical question is asked by the instructor just for effect or to lay emphasis on some point discussed in a class when no real answer is expected. A rhetorical question may have an obvious answer but the questioner asks rhetorical questions to lay emphasis to the point. For example,  
*T: Do you like to be admired by others, Jonny?*  
*S: Who doesn't love to be admired? We all love it, sir.*
- i) **Focusing:** When the instructor tries to help the learners for focusing on a particular issue, then he creates an environment with examples, descriptions, questions or materials. Thus, the instructor creates an interest among the learners that they focus on to the topic by responding to the asked or displayed situation. For example,  
*T: We can see anarchy everywhere; people are not willing to follow law and order. What do think the main culprit behind this situation of our country?*

*S: Umm.....corruption. (Focusing)*

*T: Right, corruption is the main barrier to our development.*

- j) Summarizing:** Instructors sometimes invite the learners to share their understanding of the taught topic in short. It helps them to check the in-class understanding and needs of the learners. It also helps the learners to share and thus match their views and understanding with the peers. Example of such situation is...

*T: Shamim, can you summarize about the price hike problem now?*

*SI: Price hike causes for making an artificial lack of resources in the market. A group of people store resources and products and thus create this problem. Sometimes, black marketer's role creates a scope for price hike. They import objects in illegal ways and cause damage to the economic growth. Economic condition of the poor people put at distress during price hike. (Summarizing)*

*T: Excellent, sit down.*

- k) Revising:** Instructors sometimes ask probing questions from previously talked topic areas to check whether the learners are in line with the previous lessons or not. Sometimes the learners need to re-read and share the content studied before in order to maintain a chronology of content.

*Initiation (I) T: What did we have studied in the last class?*

*Response (R) S: We have read about the CLT method.*

*I T: Can you share some information about CLT?*

*R S: CLT stands for Communicative Language Teaching. It is mainly a learner-centered teaching process that supports the use of authentic materials and real-life situations. The teacher may also include role play, describing an object, debate etc to promote interaction (Revising).*

### **3) Instructor's Follow Up**

In CLT based language platform, the instructors tend to provide evaluative remarks rather than giving instructional guidance to the learners. Instructor's follow-up turns into four types as below discussion found in a study of primary classroom interaction conducted by Hardman et al. (2003):

- a) **Acceptance:** It is the most frequent form of feedback used that occurs almost 57 percent of the cases of classroom discourse analysis. Example of such situation is when the instructor granted a response with positive terms like *'yes, that's right'*.
- b) **Praise:** It is the next mostly occurred form of feedback that the instructors use in a class. It is found to be occurred at 21 percent in the classroom discourse context. Example of such cases are terms like *'well done', 'right', 'good job'* etc.
- c) **Probing of Learner's Response:** Instructors sometimes probe the learners to contribute more in a discussion. They sometimes tend to use terms like
- T: *'tell me more about that',*
  - T: *'what will be your reaction if you are in this dilemma of life?' or*
  - T: *'do you agree with the view of this writer?' etc.*

The study reveals the occurrence of such feedback as 14 percent of the time.

- d) **Criticism:** It is found to be a relatively rare form of instructor's evaluation which occurs only 7 percent of instructor's reactions. For example, if a learner is found to be inattentive towards the lesson then the teacher might use the terms like,
- T: *'I see that you have put your minds outside somewhere',*
  - T: *'Haven't you been paying attention to my words?' or*
  - T: *'Seems like you were in another planet when I was explaining the task' etc.*
- e) **Reallocation of Questions:** Reallocation occurs when the instructor assign or allot an already asked question to a different person from the one originally intended first. In such cases, the instructor may nominate the intended learners by their names. Repetition of the uttered words of the first learner may also occur here in some cases by the instructor. For instance, such situation can occur when an instructor learner interaction pattern goes like the below exchanges....

*Instructor: So, Mina, can you tell us the name of this blue colored mountain?*

*L1(Mina): Sorry, I can't, sir.*

*Instructor: Sorry, you can't. Then, anyone else....ah...yes, Runa, tell us the answer.  
(reallocation)*

*L2 (Runa): It's Alps sir.*

*Instructor: Absolutely, right. Good job, Runa. Sit down.*

- f) **Evaluate:** Rigorous [analysis](#) of [completed](#) or ongoing classroom [activities](#) by the instructor to know the progress of the lesson is called evaluating. Instructors monitor and evaluate the activity to ensure the effectiveness of the task and how it increases the efficiency of the learners. Evaluation of completed activities is called post-hoc evaluation or summative evaluation. Evaluation of on-going classroom activities is called in-term evaluation. For example, an instructor might ask several questions to the learners in the middle of an activity to know their level of competence.....

*T: How do you find the task of making a poster of your idiolects people?*

*S: It's fun to work on, Mam.*

*T: Good, how far have your group listed, Anik?*

*S1: We have listed 20 words so far.*

*T: That's great. Go on as we have only 20 minutes left for it.*

- g) **Reflecting:** It is the process of paraphrasing and restating both the feelings and words of the speaker. The purposes of reflecting are stated below:

- It allows the speaker to *hear* their own thoughts and to *focus* on what they say and feel.
- It shows the speaker that you are trying to perceive the world as they see it and that you are doing your best to understand their messages.
- It encourages them to continue talking.

Reflecting does not involve asking questions, introducing a new term or leading the conversation in another direction in a classroom context. Speakers are helped through reflecting as it not only allows them to feel understood, but it also gives them the opportunity to focus their ideas. This in turn helps them to direct their thoughts and further encourages them to continue their conversation.

Example of Reflecting:

❖ **Student 1:** *I just don't understand my dad. One minute he says one thing and the next minute he says the opposite.*

❖ **Instructor:** *You feel very confused by your dad?*



- h) Reject Answers:** Instructors sometimes need to reject the wrong answers or expressions to keep the learners on track. For this reason, the instructor may reject the wrong answers like that displayed in the following example....

*T: So, tell me, Mita, how many people in this Australian aborigine tribe are more than 50 years old?*

*SI(Mina): Aww....mam is it 15%?*

*T: No, I am sorry, my dear. It's 28% in total.*

- i) Reinforcement:** Reinforcements are stimuli used by the instructor to promote or discard some sets of behaviour and practice inside the classroom context. This terminology is derived from psychology where it is divided into two parts:

- 1) Positive reinforcement:** It occurs when a token, appreciation or reward is given to strengthen the practice of a desired behavior in the classroom. **For example,**

*T: You will get bonus 5 marks if you are a regular and active participant in the class.*

*SI: Miss, then how it will be counted?*

*T: Well, it will be added at the end of your semester with your total score.*

- 2) Negative reinforcement:** It also strengthens a particular expected behaviour but it removes the unwanted parts of behaviour through some sorts of threatening or punishments. For example,

*T: If you enter into the class after fifteen minutes I have started my lecture then you'll find the door locked for you.*

*S: But sir if it occurs out of an emergency?*

*T: No excuses will be granted in this issue.*

- j) Conclusion:** Instructors sum up their speeches at the end of a lesson by summarizing the topic or by reminding the learners about the ensuing tasks that they need to complete at home. In conclusion, the conversation can also occur through arranging a short discussion or question-answer session to clear the doubts on the lecture. Example of such situation can be like the below one.....

*T: So, what we have learnt from today's lecture?*

*SI: Sir, we have learnt about the idiolects and their use in everyday life.*

*T: Right, you are. We have also learnt the different categories of idiolects. So, what have to do is to list down the commonly used dialectical words that you use in the campus.*

*S2: Is there any word limit, sir?*

*T: No, but you have to maintain a cohesion of you writing. Any more question on the home assignment?*

*S: (nodded their heads)*

*T: Okay, then see you in the next class. Don't forget to bring the assignment on idiolect. Bye.*

*S: Bye sir.*

## **Fillers**

Besides the above mentioned points, sometimes both the parties can also use some expressions to fill the inevitable pauses in spontaneous speech. Speakers tend to use the fillers when they feel nervous, thinking about what to say next, indicating that it is still their turn to talk as a silent pause can encourage another speaker to steal the turn. Speakers in a classroom use mainly use two types of fillers:

- 1) **Verbal Fillers:** Fillers that bear meaning are used here to fill out the unavoidable pauses.

For example, fillers like 'you know' or 'like' are verbal ones.

- 2) **Non-verbal Fillers:** Fillers that gives no meaning are used here in a speech to fill the inescapable pauses. For example, sounds such as 'erm', 'ah', 'er' etc.

For example, the teachers usually have the tendency to use phrases like 'you know' or 'like' frequently while explaining a topic or giving instruction to the learners. On the other hand, the learners tend to use non-verbal fillers when they try to express their reactions (positive understanding or confusion). The following example can help to explain such situation –

*T: You know what, now, I am going to tell you about a real adventure story of my life. Then, you have to think about a similar story like this that you have read or experienced in life. Are you getting my point?*

*S: Ah... yes sir.*

*T: Okay...then let me begin the story.*

## The Three Layer Structure

Later on, Mehan (1979) has proposed a three layer structure for analyzing the classroom discourse. They are comprised of:

- 1) The *opening stage* that is comprised of the participation of both the parties (instructor and learners) with an awareness of conducting a lesson,
- 2) An *instructional stage* where the instructor and the learners exchange the information and
- 3) A *closing phase* with a reminder of the core theme of the whole lesson (Ellis, 1990). He has proposed two dimensions that can describe the goal of a particular language discourse:

1) **The interactive goal:** The interactive goal is embedded on the classroom discourse that is to some extent controlled by the teacher. In CLT based language teaching, learner- centered classroom has made the teacher a facilitator rather than the authoritarian to expose full control over the class. Instructor and learners work together to achieve the interactive goal of the lesson. This goal is again can be divided into three types as follows:

- a) **Core goals:** These are revealed in the explicit pedagogical intentions of the teacher. These goals can be medium-centered, message-centered or activity-centered.
- b) **Framework goals:** These are addressed as the interactive goals related with the organization of classroom activity.
- c) **Social goals:** They take place when the participants interact on daily social matters.

2) **Address:** The second dimension of classroom discourse identified by Ellis is the ‘address’ and its related types: address types are associated with one of four identities which a classroom participant can have: teacher, pupil, class member, or group member and with the interactive role he possesses: speaker, addressee and hearer.

Nunan (1993) on the other hand views the classroom discourse from the social status and power relationship. His perspective describes the unequal power relationship that exists between the instructor and the learners while the turn taking and nominating takes place in a lesson. In present CLT based teaching method, the instructor can create a scope for discussion for the learners and this can help the instructor to achieve the intended goal of the lesson (Yu, 2009).

Van Lier (1988) analyzes the components of classroom discourse from two distinctive dimensions. He classifies the discourse of classroom interaction according to the following situations -

- 1) The teacher controls the topic (what is being talked about) and activity (the way the topic is talked about). Based on these classifications; four basic types of classroom interaction are identified:
  - a) The first type of classroom interaction happens when *neither the topic nor the activity is controlled by the teacher*. Example of such classroom situation can be an oral communication classroom where the learners can bring in their opinion and view other than the displayed information.
  - b) The second type of interaction occurs when *the teacher controls the topic but not the activity*. This type of interaction requires teacher to transmit some information or explaining an issue. In a free writing class, the teacher may ask the learners to write an argumentative essay on 'Nuclear Energy: A blessing or a curse' but will not be able to guarantee the position of the learners.
  - c) Type three interactions involve *teacher control of both the topic and the activity*. For example, if a teacher arranges a debate in an oral communication class on a certain topic then the teacher can control the whole activity and also select the topic to be worked on.
  - d) Type four occurs when the *teacher controls activity but not the topic*. Example of such situation could be the lottery based activity distributed to different groups to be completed in the class.

This type of interaction involves teacher setting up small group work prescribing the rules but giving freedom of choice of topic (Yu, 2009).

### **Turn Taking**

Learners in an oral classroom try to maintain a mutual co-operation in all types of discourse stated above through turn-taking. In most of the cultures, general scenario is when one person speaks the other participants of the conversation wait for their turns to come next. All cultures have own set of rules as to how long a speaker should hold the floor, how they mark their

finishing and another speaker can replace the floor, when the new speaker can start, when the speakers can take pause and for how long time etc. Such turn-taking social etiquette is also considered as a part of politeness in the oral classrooms. Teachers are responsible to monitor the turn-taking process within the group discussion and thus allow equal scopes for the learners to take part in the discussion. (Cutting, 2008)

In a recent study entitled as ‘Teaching-Learning Situations of Speaking in English at the University Level, Hosain (Hosain, 2010) has explored the present scenario of teaching English in the private universities of Dhaka. He has dealt with four research questions to reveal the teaching practice. The four questions have aimed to find:

- 1) The causes of reluctance of the undergraduate learners in speaking English,
- 2) Current implementation of methods in teaching speaking,
- 3) Limitations in teaching oral communication skill and
- 4) Solution to the problems in teaching spoken English

The author administered an observational study of classroom teaching in five different private universities with a student survey questionnaire and a teacher’s interview questionnaire. A total of ten teachers and seventy nine undergraduate learners have been the participants of this study. The results show the following output:

- 1) Undergraduate learners are reluctant to learn and practice spoken English since the institutional environment is not favorable,
- 2) Teachers do not consistently follow GTM or CLT,
- 3) Limitation of the university is that they do not have any language lab

The author suggests that the teachers should use English in the classroom interaction, engage the learners in pair/group work, act as a monitor during the classroom activities, place emphasis on both fluency and accuracy and adopt CLT in teaching speaking skill. In addition, he has argues for a process-oriented testing system along with keeping the number of learners not more than 20-25(supported by Rahaman, 2015).

## **Chapter 3**

### **Research Design**

This chapter focuses on the research methodology and data collection procedure that has been applied to find the outcome of the conducted work. It also highlights on the major findings and the analysis of those results to get an impact of this research in the classroom interaction.

#### **Research Methodology**

In order to conduct this research, first I had conducted an extensive study of the terminologies that comes under the IRF model. Besides, I had also studied the existing published work conducted in this area by the other researchers and some EFL journals. After a thorough scrutinizing of their research pattern and applied methodologies for two months, I decided to apply the mixed method for both qualitative and quantitative data collection and analysis.

##### **1) Qualitative Analysis**

I had observed three undergraduate language classes in a private university and then recorded and transcribe the interactions that have taken place in those lessons. Through this observation and data transcribing procedure, I tried to enquire whether the classroom interaction of the undergraduate level contains the elements of the IRF model. Then, I coined out the list of IRF model items that had been found in the classroom interaction and activity setting. I had also analyzed the data of teacher's interview (see appendix A) through a qualitative analysis.

##### **2) Quantitative Analysis**

I had conducted a questionnaire based survey with the learners of these classes at the end every observation. The survey questionnaire (see appendix A) containing eight questions had helped me to understand whether the learners felt the presence of IRF elements through their present oral classroom activities and interactions. Additionally, I had also intended to know that how the learners perceived their overall lesson and practicing methods of oral skills. To prepare the questionnaire, I had blended the Van Lier's classifications of classroom interaction styles with the theme of the IRF model (Cutting, 2010). Moreover, I had prepared the questionnaire on the basis of the scale proposed by the famous US organizational- behaviour psychiatrist *Likert (1903-1983)*.

## **Research Design**

In this research, mainly two types of research design had been used. The quantitative survey questionnaire and the qualitative observational data along with the teacher's interview data had been the only tools to conduct the research. The student survey questionnaire was made of close ended questions whereas the teacher's interview was made up of both open ended and close ended questions. The reasons behind selecting these formats of questionnaire had been the compact data in the pilot study that resulted in an implicit understanding of the aspects of this study. In the piloting, there had been only a teacher's questionnaire with two open ended and three close ended questions and the observational data of classroom interaction. Therefore, the absence of the learners' opinion had been felt very crucial to get a complete view of the implementation rate of IRF elements in an oral communication class. However, the pilot study had helped to design the survey questionnaire based on the commonly occurred and required IRF features in the context of an oral communication lesson. So, I had come up with a revised teacher's questionnaire by reducing the number of close ended questions into one along with four open ended questions to get more information through the teacher's interview. Besides, I had prepared eight survey questionnaire based on the commonly occurred IRF elements in an oral classroom and thus applied the Likert's scale to rank their level of occurrences. The main theme of the teacher's questionnaire had been the current oral skill teaching strategies and their views about the applied techniques to get an idea of their role and viewpoints in the field of teaching oral skills. On the other hand, the rate of occurrences of the commonly found IRF elements (assumed from the piloting data) in the learners' survey questionnaire had been designed to find out the learners' reactions and role in an oral communication class.

## **The Research Process**

In my research, I had tried to investigate the presence of IRF elements in the undergraduate oral classroom context by self-observation of the interaction patterns and a post-observation survey questionnaire completed by the learners.

The data had been collected through the thorough observations of two weeks (April 1 – April 6 & May 30- June 5, of 2016). The observations and teachers' interview had been analyzed in a qualitative manner to find out the availability of the elements that comprise the IRF model and to get an overview of the present teaching practice of the oral skills. On the other hand, the survey

result had been analyzed in the quantitative manner to find out how the teaching and learning process of the undergraduate level incorporate the IRF elements and structure from the learners' perspective. At last, I prepared a report on my data analysis which later on been undergone with some rejections and replications by me to prepare the final results.

### **Sampling**

A total of 3 classroom observations had been conducted in a particular private university of Dhaka city to collect the data.

A total of 100 undergraduate learners had participated in the student survey to find out the presence of IRF elements in the classroom interaction pattern arranged by the teacher. A total of 3 teachers had been interviewed to find out the opinion of the teachers on this current practice of oral communication skills at the university level.

### **Instrumentation**

To find out whether the present practice of English language teaching and learning in the private university of Dhaka incorporates the IRF elements or not, I have used two different instruments. The details of the used research instruments have been discussed below -

#### **Qualitative Data Collection Instrument**

The qualitative data collection instrument comprised of one data recorder along with some blank sheets to transcribe the verbal data of the classrooms. Later on, the collected written and recorded data have been written down to analyze the examples of IRF elements that are found in the classroom conversation and thus to find if any common pattern occur among all the analyzed data. The teacher's interview questionnaire has brought out their present adoption of IRF elements in a classroom context. I have recorded the teacher's interview (see appendix A) for finding out the bits and pieces of their views through a qualitative analysis. Thus, the finding of this qualitative data analysis will help the researcher to answer the role of the teacher in the central research question and the two sub-questions.



## **Quantitative Data Collection Instrument**

The student survey questionnaire (see appendix A) reflects the percentage of adoption of the IRF model that is perceived by the undergraduate learners. It will bring out the implementation patterns of IRF mentioned in the central research questions and the role along with the viewpoint of the undergraduate learners towards the adoption of IRF in the classroom interaction as mentioned in sub-question 2 and 3.

## **Data Collection Procedure**

At first, I had planned to conduct a pilot study in a private university with the prepared teachers' questionnaire comprising both open and close ended questions and a blank notebook to transcribe the classroom conversations. I had observed all together four classes in the piloting study and therefore interviewed four teachers to get acquainted with the current oral communication practice in the undergraduate level. The findings of the piloting then brought in two important aspects that have been missing in my instruments. The first thing that it emphasized had been the absence of the learners' opinion and feelings about the present practice of oral skills.

Secondly, it had brought up an issue that teachers tend to share very few information regarding their teaching practice and preferences while answering the close-ended questions in the interview. That's why; I had revised the format of the teachers' questionnaire and also prepared a student survey form based on the findings of the frequently occurred IRF elements in the classroom conversation patterns of the pilot study. After that, I had got my final instruments and permission letter approved from my supervisor and department for observing classes at another private university.

Finally, with that permission letter, I had set out for the data collection process and first sought permission from the targeted university authority for providing me the facilities of observing different English language classes. I had observed all the beginner level learners' oral communication classes so that I could have more oral interactive data to analyze. During the observation days, I had gone to the particular teacher at least before half an hour of the class time to build up a rapport and also to collect the basic information regarding the class (for example, level of the learners, topic to be covered on that class, room number, duration of the session etc).

I had asked for the permission to record the conversation and to get some time for the learners' survey from the respective teacher during this rapport building session. In some of the cases, the teacher had shared some excerpts of the lesson with me so that I could guess on which skills the teacher would focus more. Then, the teacher would accompany me to the class and offered me the floor to introduce myself along with the purpose of my research in short. Then, the teacher would have allowed me a seat at the front and from there I had recorded (priorly permitted by the teacher) the classroom conversation between student – student or student-teacher. I had sometimes written down the occurrences of the IRF elements in those conversations to relate it later on with the record. After the class, I used to take a pre-requested time of five minutes from the teacher to complete the student survey. Then, I had provided instructions to the learners to fill out the survey questionnaire before and during the survey. After collecting the survey forms from the learners, I had left the classroom by giving thanks for the co-operation of both the parties (teacher and learners). Finally, the teacher had accompanied me back to the department where I took an interview of the teacher and transcribed it later on at home.

### **Data Analysis Procedure**

The data analysis process had been conducted by following several techniques like as the manual tallying of the quantitative data, transcribing the qualitative data from both the handwritten scripts and from the recording device. The whole process is being described below in details...

### **Qualitative Data**

The qualitative data analysis took place through transcribing the classroom conversations and the interviews of the respective teachers. In this process, I had taken instant notes alongside of recording the classroom conversation while observing the class with a prior permission from the teacher. The transcribed data from both recording and scripts were later on transformed into a full classroom conversation transcript that bears the examples of the elements of IRF model. Later on, a qualitative analysis of some of the important excerpts of this transcript was attached in the findings. After the observation of every class, I had recorded the interview of the teacher which later on transcribed manually by me. After three consecutive sessions, then I combined the interview data and prepared a qualitative analysis of the collected interview data.

## Quantitative Data

The quantitative data was collected after every observation through a student survey containing a questionnaire containing eight questions based on Likert's Scale. Then, I had categorized the findings of the survey through a manual counting of the students' responses. Later on, I combined all the responses from the three classes together in total of hundred percent and published the results through Microsoft Excel.

## Challenges

Every research work undergoes some problems. My research work has also faced the following problems listed below.....

- 1) At first, I had faced difficulties for not finding any published work on this implementation of IRF model in the university teaching and learning of our country. For this reason, I had to search for the published work on this university classroom discourse arena of research outside of our vernacular region. For example, I had to search out the published research work of IRF study conducted by other researchers in *Turkey, Korea, China* and *USA* context of university teaching.
- 2) In our country, private universities follow their own set of curriculum, material and teacher's training strategies. Under these circumstances, it seems to be unlawful to compare the teaching and learning context of a particular private university with that of another. So, I could not conduct the survey in different private universities to compare among their levels of using the IRF elements as they do not follow a single set of rules and curriculum.
- 3) In some of the cases, I had found that the teachers and the learners seem to be very rigid in terms of using vocabularies in their speech, much strict monitoring of the teacher during the activity, warning the learners by reminding them the existence of an outside observer, slow learners facing challenges in sharing views and then to comment on the activity and thus causing breakdown of interaction etc. So, for these aspects, the naturalistic approach of a research had not been possible to be maintained properly.
- 4) The recorded device had worked to preserve the interaction for further analysis. In some of the cases, the sound became so low for being recorded from the back side that I faced a lot of problems to transcribe the full data from the voice clips. Moreover, in some the

classrooms the noise made by the electric fans and the learners discussing the topic together in several groups had hampered the recording process. The same situations occurred in recording the teacher's interview in the office of the respective department.

- 5) Teachers sometimes brought in personal issues like demanding the question paper set for the learners so that they can present their topic by following the aspects to be asked by the researcher in the survey. This also brought in an artificial atmosphere in the classroom discourse. Moreover, some teachers used to take more time in thinking before initiating the tasks that hampered the natural flow of a classroom.

## Chapter 4

### Research Results & Findings

This chapter contains the survey results and data evolved from the teachers' interviews and classroom observations. It highlights the remarks of the teachers and learners from a top-down point of view. However, a detail analysis of the teacher's response has been given in chapter 5 (Analysis).

#### ➤ Part A : Teachers' Response

##### Question 1)

**What type of warm up activities do you practice while initiating a lesson?**

Respondents	Answers/Responses
Teacher 1	Initiate the class by asking questions from the previous lesson, take spot oral or written quizzes on the previous lesson, show images, video clips and sometimes elicit the background or theme of the topic.
Teacher 2	Use pictures to initiate critical thinking, share own opinion or personal experience and then invite the learners to take part in the discussion by sharing their opinions and familiarity on the topic. Sometimes the teacher asks questions related to the topic to check the learners world knowledge about the current issues related to the topic.
Teacher 3	Summarizes the previous lesson and invite the learners to share their ideas and views on it. Sometimes initiates the class with an event description or story telling task to get spontaneous reactions of the learners.

While answering this question, all the teachers have mostly preferred a brainstorming session comprised of asking different questions from the previous topics or about the topic that is intended to cover in the class on that day. They have also shared their own set of strategy to initiate a lesson like as elicitation of pictures and directions, sharing life experiences, analyzing the video or audio content etc.

**Question 2)**

**What are the common styles of responses that you receive from the learners while conducting a lesson?**

<b>Respondents</b>	<b>Answers/Responses</b>
<b>Teacher 1</b>	Generally takes oral responses but sometimes asks for written responses if the learners need to present the task before the class.
<b>Teacher 2</b>	Never asked for written responses. Teacher helps the learner to have good vocals by asking frequent questions during the preparatory stage of an activity and also provides help with the vocabulary and grammatical structures so that the learners can produce different sorts of oral responses like as open and close ended responses, one word response, long sentence response etc.
<b>Teacher 3</b>	Make learners to think in individualistic and critical ways to produce prompt oral responses. Sometimes asks to take down notes and points for presenting later on before the class.

While responding to this question, all the teachers have focused mostly on oral response. They believe that oral responses can help both the parties (teacher and learners) to work together for developing the oral practice and leadership quality. The teachers also feel that oral response can make the learners to think critically, be active participants and independent learners and thus enable them to learn different modes of communications through classroom conversation and activity.

**Q. 3) What type of follow up/ checking activities or enquiries do you prefer the most to ensure the achievement of your aim at the end of the lesson ?(put a tick and you can select more than one option)**

- a) Group/peer task and presentation followed by feedback**
- b) Individual performance and feedback session**
- c) End up question-answer session between T-S**

<b>Respondents</b>	<b>Answers/Responses</b>
<b>Teacher 1</b>	It depends on the topic that which one of these three options will be used in the follow up session. In general, the teacher mostly uses option (c) end up question answer session between T-S, on a regular basis to check out the achievement of the lesson aim
<b>Teacher 2</b>	The teacher prefers option (b) Individual performance and feedback session to check the achievement of the lesson goal. The teacher also expresses that since this process is time consuming that's why the assessment and feedback session does not take place on every class rather the teacher gives the feedback by turns. Moreover, the teacher does not complete the assessment of the tasks on every class and that's why the feedback session sometimes does not take place.
<b>Teacher 3</b>	The teacher expresses that the most common mood of follow up activities are option (a) and (b) both. However, the teacher prefers more option (b) as individual feedbacks help the learners to know their individual strength and areas of development and thus enable them to become independent and confident presenters.

In this aspect, the teachers have shared about their preferred ways of giving feedback to the learners. Teacher 3 has expressed that they decide the feedback styles based on the level of motivation, performance and task. Meanwhile, Teacher 2 has expressed that the regular practice based activities do not require any feedback and that's why feedback session takes place on intervals. Thus, the learners usually get a bunch of feedbacks after a certain amount of classes.

**Q.4)**

**If you are allowed to bring changes to your conducted class today, what changes would you like to bring after watching the response level of the learner's in today's lesson?**

<b>Respondents</b>	<b>Answers/Responses</b>
<b>Teacher 1</b>	Some of the cases, repetition of the instructions is required, presenting the ideas in a more simplified way can help the learners to understand the topic and thus to express their opinions easily and a needs analysis is a must thing to conduct to detect their needs and interest.
<b>Teacher 2</b>	Paraphrasing the content and braking down the activities can make the topic more convenient to learn. Moreover, changes like arranging a debate by dividing the class into two groups can make a platform where the learners can spontaneously share their opinion and logics behind their positions.
<b>Teacher 3</b>	Some teachers may feel that over-feeding the learners with diverse oral practicing content in this university level might make them demotivated towards learning. Rather, both the parties (teacher and learners) should consider this over-feeding of contents as a challenge to prove their ability. Moreover, it is a great to build up the leadership and confident through oral activities. So, changes should be made through stimulating the thinking power of the learners so that they can see the relevance of education in the social level to become future leaders. Topics and activities should sound more like 'glocal' than that of only 'global' or 'local'.



Q 5)

Can you share the reasons behind bringing those changes in your conducted lesson?

<b>Respondents</b>	<b>Answers/Responses</b>
<b>Teacher 1</b>	Tasks are designed to make the learners motivated towards oral practice. Teachers need to decide whether they will prioritize fluency or accuracy after cautiously observing the proficiency level of the learners. Current need of counseling the learners according to the level of proficiency and individual differences are also the reasons behind these changed decisions.
<b>Teacher 2</b>	All of the teaching techniques of Teacher 2 are mainly based on the self-assumption of the learner's proficiency level. The expectation level of Teacher 2 is blended with the teaching experience, learner's assumed level of proficiency and task effectiveness and thus this combined psychology has convinced the teacher to bring in these changes.
<b>Teacher 3</b>	The main reason behind bringing in the changes is to build up the leadership quality in the learners so that they have more interest to be independent learners. The best thing a teacher can teach the learners is to teach them to be independent knowledge seekers.

## ❖ Part B : Students' Responses

### 1. The Teacher Starts the Lesson with a Summary of the Previous Class:

While responding to this aspect, 37 % students (out of 100) have *agreed* on this issue. The next majority of respondents comprised of 34 % have *strongly agreed* that the teacher initiates the class with a summary on the previous topic. However, 11% respondents have taken the *neutral* position for they expressed that this type of initiation does not take place regularly. Later on, the teacher's interview has disclosed that sometimes the teacher tend to share stories, describing events rather than summarizing the content of the previous lesson.

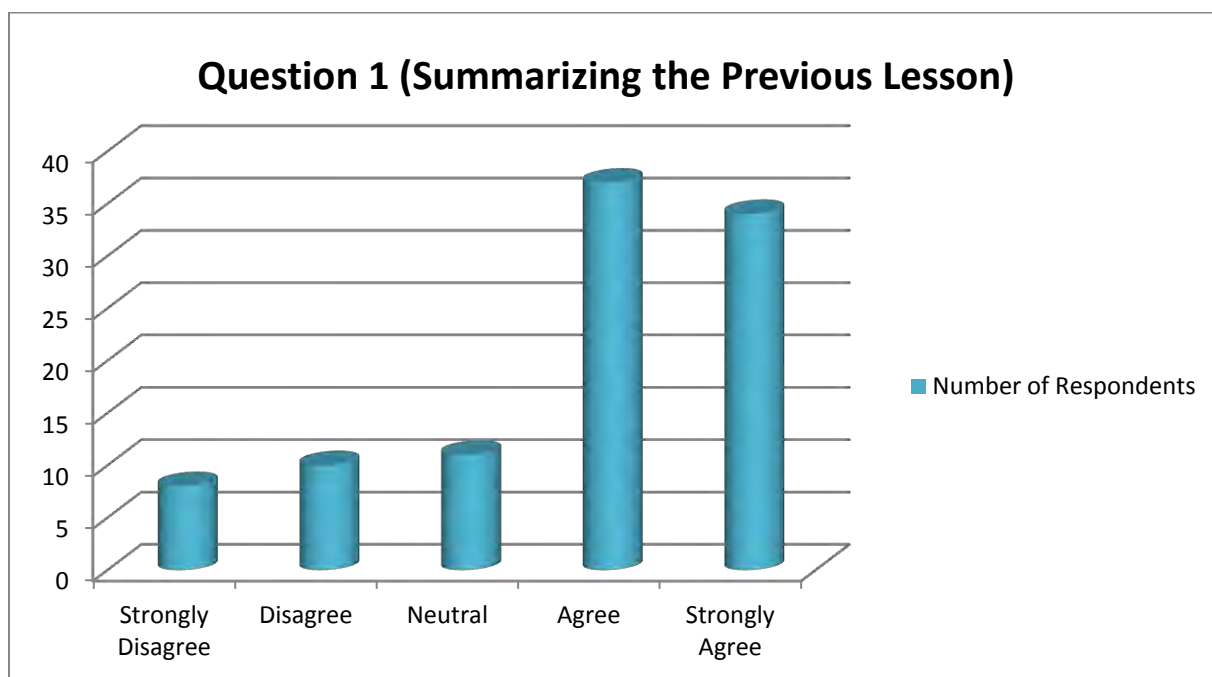


Figure 1: Response Percentages of Summarization of Previous Lesson.

Moreover, 10% respondents have *disagreed* and 8% have *strongly disagreed* with the fact that the teacher summarizes the previous lesson in the beginning of a class. The reasons behind their responses possibly lie in their incapability to participate strongly in the classroom discussion where factors like affective filter (pinching tendency of the other participants made at the end of a group or individual performance), background noise occurred from the noisy fans inside the classroom hinder their participation rate hinder their participation rate. Thus, it may cause the learners to be less motivated to take part actively in the classroom conversation and as a result they sometimes fail to understand the initiating conversation.

## 2. The Teacher Repeats the Instructions and Alloted Time Clearly Before and During the Task:

In this aspect, 53% of the learners (out of 100) have strongly expressed that the teacher repeats the instructions and alloted time limit clearly before and during the activity on a *regular* basis. However, 14% of the respondents have shared that *very often* and *often* the teacher follows this aspect of lesson.

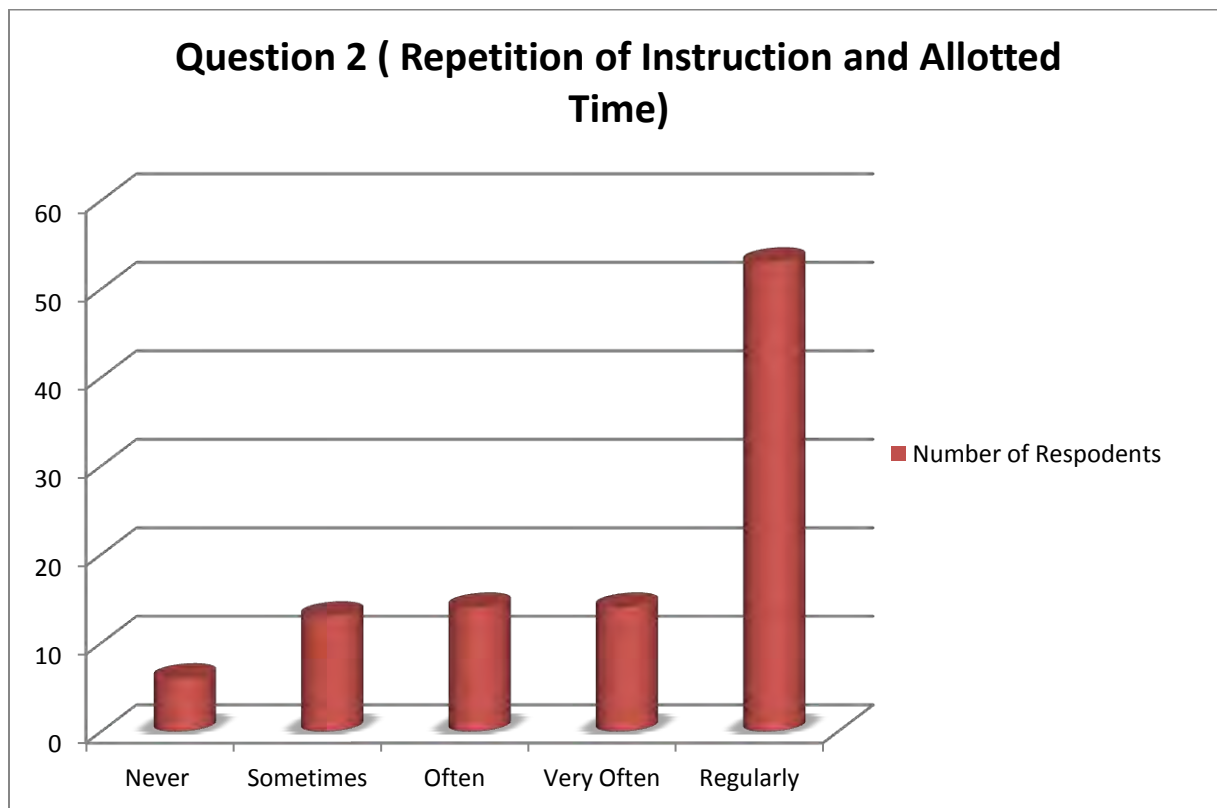
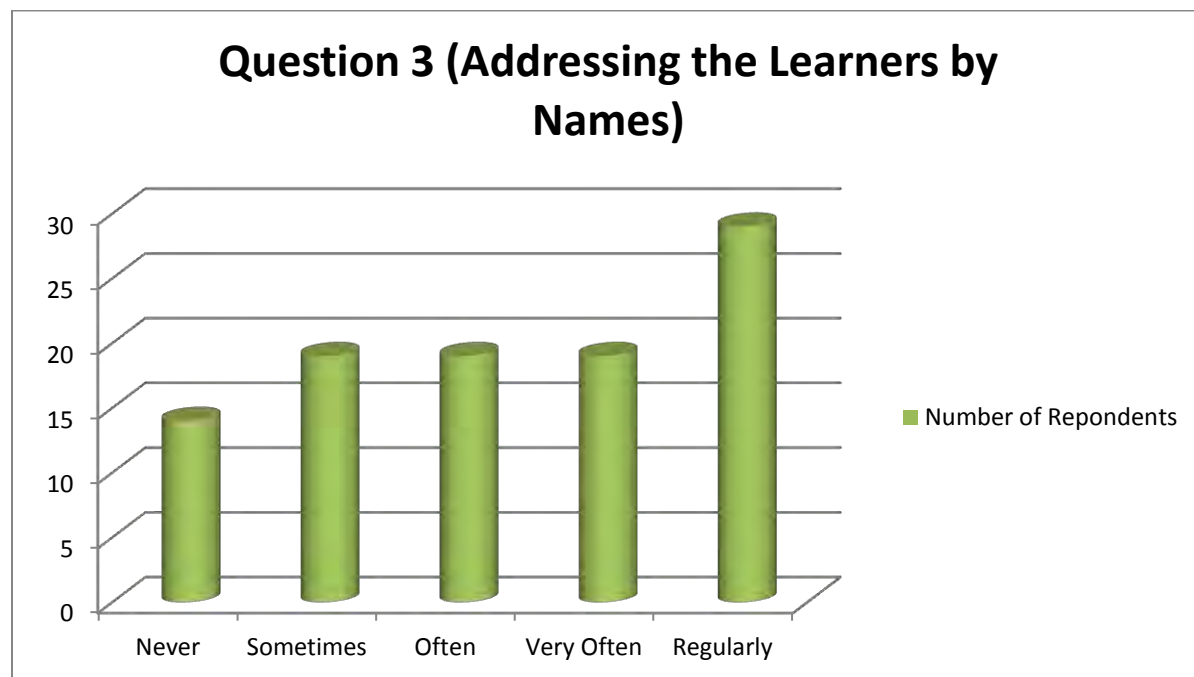


Figure 2: Response Percentages of Repetition of Instruction and Allotted Time.

13% of the total respondents have mentioned that the teacher *sometimes* repeats the instruction and 6% have expressed that the teacher *never* repeats the instruction and alloted time in a classroom context. The reasons behind their feeling that the teacher does not sometimes repeat the instuction and alloted time might be the noisy classroom where learners at the back can hardly hear the instructions and engaging in discussion before clearly understanding the instructions.

### **3. The Teacher Addresses You by the Name Whenever Asks to Participate in the Discussion:**

In this issue, 29% of the total learners (out of 100) have expressed that the teacher nominates them with their names *regularly* while inviting ideas and opinions in a classroom discussion. Despite of this ratio, 19% of the total respondents have expressed that the teacher addresses their names *often* and *very often* in the class.

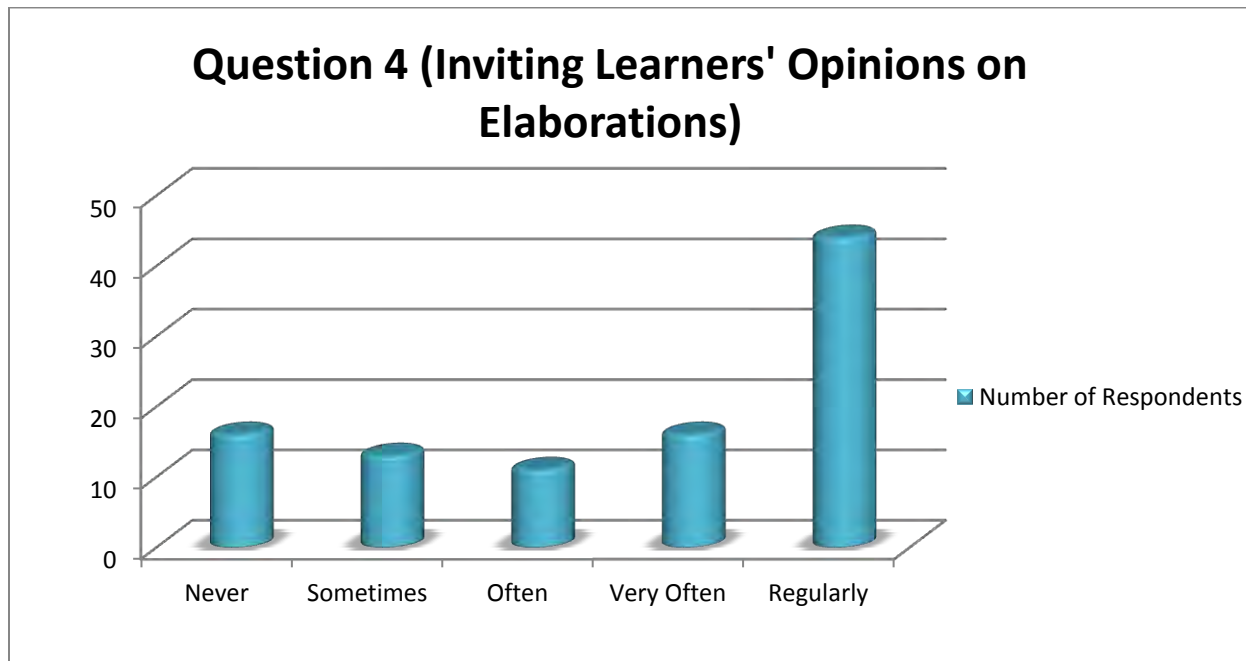


*Figure 3: Response Percentages of Teacher Addressing the Learners by Names.*

Again 19% of the total respondents have marked that the teacher *sometimes* addresses their names while inviting them into a classroom discussion or activity. 14% of the respondents have expressed that the teacher *never* address them with their names while inviting ideas from them. From the observation of the classes, it has been found that the teachers mainly tend to address either those learners whom they preferred most for their active participation or the learners with less motivation and poor performance level for developing their communication ability. Under this scenario, learners with a low motivation and low proficiency possibly fail to get the attention of the teacher in an activity or discussion.

#### **4. Teacher Tends to Invite You to Provide Opinions on the Examples and Elaboration While Presenting a Topic:**

Most of the respondents have expressed that the teacher invites them to share their opinions on the presented examples and elaborations during the discussion. 44% of the total respondents have marked that the teacher arranges such an interactive opinion and idea sharing session on a *regular* basis.

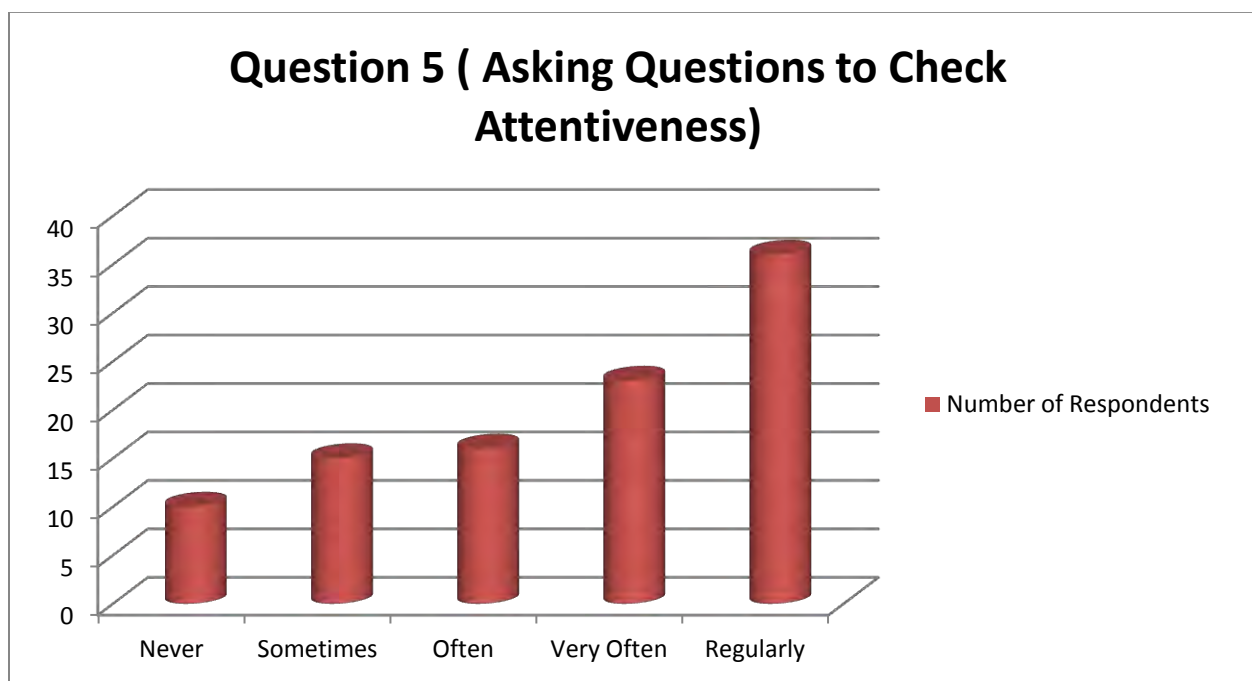


*Figure 4: Response Percentages of Teachers Inviting Learners' opinions on Elaborations and Examples.*

16% of the total participants have mentioned that the teacher arranges such a floor of sharing opinions and discussion *very often* in a classroom context. Again 16% of the total participants have said that the teacher *never* invites them to provide opinions in the classroom discussion. 13% of the total respondents have said that the teacher arranges such a scope of sharing ideas and opinions *sometimes* in the class. Last but not the least, 11% respondents have expressed that *often* the teacher invites them to share opinion and ideas while presenting a topic. However, most of the learners who have expressed about the less occurrence of such invitation by the teacher are comprised of those who are less participatory in the classroom activities and as a result they ignore to play the role of a volunteer or team leader in an activity or discussion.

### **5. The Teacher Tends to Ask You Questions Related to the Topic Only to Check the Level of Your Attentiveness During the Discussion:**

36% of the total respondents have said that the teacher *regularly* asks prompt questions related to the topic that is been already discussed to check their level of attentiveness and absorbedness into the topic. The observation has revealed that both open-ended and close-ended questions are used by the teacher to check the attentiveness of the learners. Possibly, this type of questioning helps the teacher to detect the level of understanding that the learners have made so far which play a role to determine and replicate the rest of the activities or tasks by the teacher.

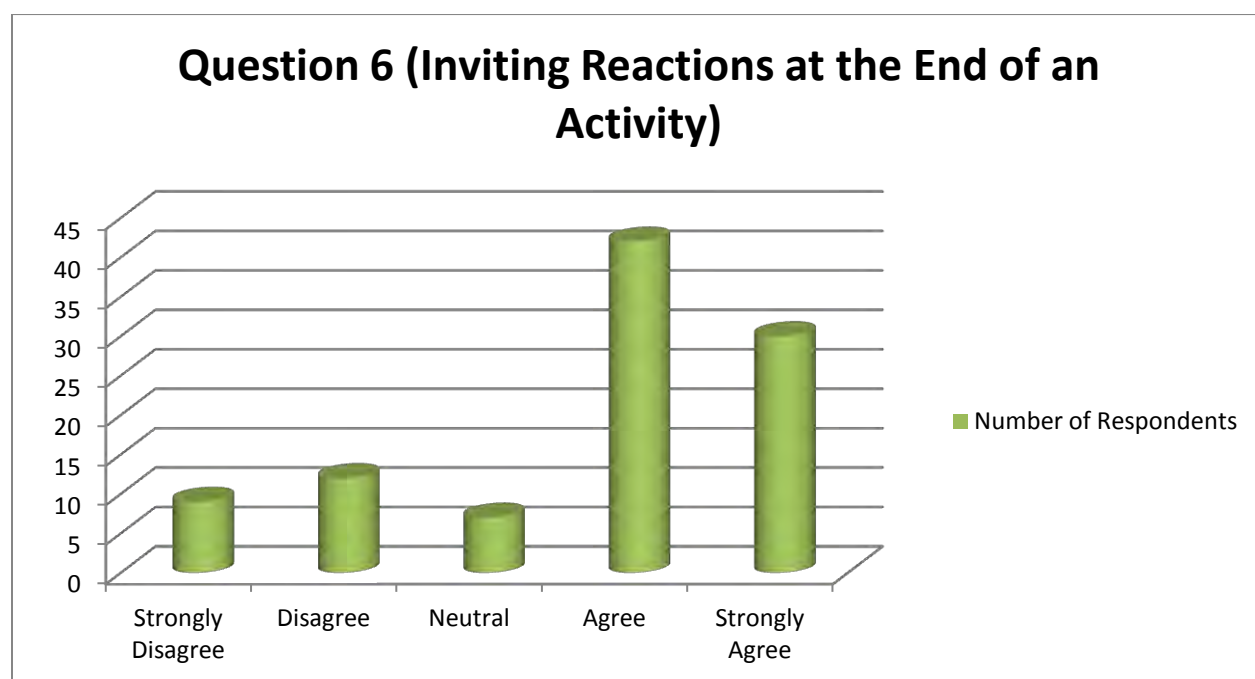


*Figure 5: Response Percentages of Teachers' Tendency to Check Students' Attentiveness.*

23% of the entire respondents have said that asking such kind of probing questions occur *very often* during the classroom discussion. 16% of the total learners have marked that the teacher *often* tends to ask questions to check their level of attentiveness during a lesson. 15% of the total participants have said that the teacher *sometimes* adopt this strategy to check their level of attentiveness during an activity or task. Finally, only 10% of the total respondents have said that they have *never* faced such a situation where the teacher has displayed some probing questions that require them to think deeply for sharing their views.

## 6. Teacher Tends to Invite You for Sharing Your Reactions at the End of a Lesson/Activity:

In this aspect, 42% of the total participators have *agreed* that the teacher invites them to share their reactions and feelings at the end of an activity. 30% of the total respondents have *strongly agreed* that the teacher invites them to share their reactions at the end of a lesson or activity.

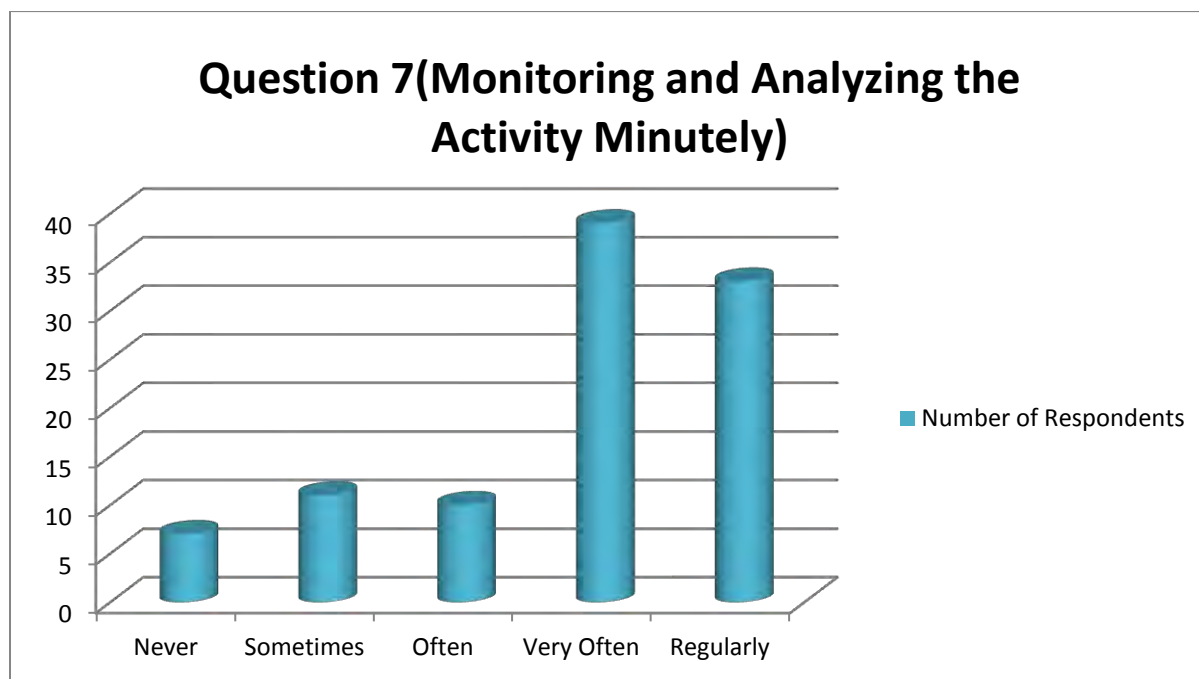


*Figure 6: Response Percentages of Teachers' Invitation of Students' Feedback.*

In the interviews, the teachers have shared that they hardly follow any regular scheduled interactive students' reaction sharing/ feedback session. On further query, one of the teachers have expressed that they usually arrange such session once in a week. 12% of the participatory learners have expressed that they *disagree* on this fact and the class observation also shows the supportive results that the teacher rarely can manage time for conducting such feedback session regularly and thus tend to give a quick wrap up session at the end of the class in most cases. 9% of the total learners have *strongly disagreed* with the statement for not finding it as a regular practice in the classroom context. 7% of the total respondents have kept themselves in *neutral* position for they have not noticed the frequent tendency of arranging such an interactive learner's feedback session by the teacher. The scenario is possibly created for the teachers have to fulfill the objectives of the lesson content within the allotted timeline and that might turn them to pay more heed on the completion of the tasks rather than arranging the feedback session.

### **7. The Teacher Monitors and Analyzes Our Activity Minutely during the Allotted Time:**

39% of the total respondents have *agreed* that the teacher monitors the classroom activities minutely and analyze their performance and mood of participation (active/passive) during the task. 33% of them also *strongly agreed* to the presented statement.



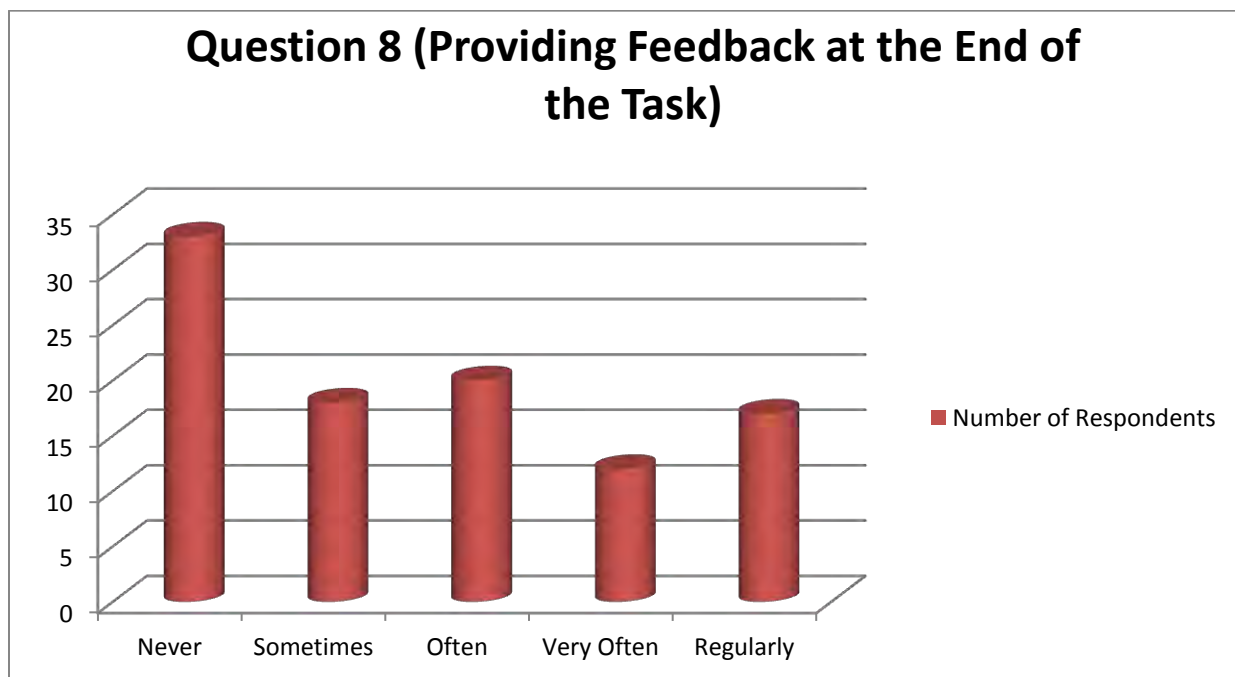
*Figure 7: Response Percentages of Teachers' Tendency to Analyze Learners' Activities*

11% of the total respondents have *disagreed* with the statement. 10% of the total respondents have kept themselves in neutral position. This neutral group hardly feels that the teacher maintains a close monitor on the detail aspects of their individual performance. On the other side, 7% have *strongly disagreed* with the proposed statement possibly for they receive individual feedback mostly after a mid-term viva or presentation. Though the teachers have claimed to monitor the activity and noting it down on a regular basis but the learners do not feel that the feedback session is regularly conducted as they mostly receive combined feedback on regular intervals during the course. The observation has revealed the possible tendency behind this fact is that sometimes the teachers are unable to provide individual feedback on every activity because they have to finish the lesson within a strict timeframe. In that case, the teachers tend to provide either a list of general feedback to the groups or provide it at the end of a mid-term or test.



## **8. The Teacher Provides Feedback on the Performed Activities/ Lesson at the End of the Task:**

33% of the total respondents have said that the teacher *never* provides any feedback on the performed activities or lesson at the end of the task. The study of the collected classroom interaction patterns has also revealed this fact. Teachers do not tend to provide feedback on a regular basis. In the teacher's interview, they have shared their tendency of providing collective feedback on regular intervals (once in a week/ after an evaluative oral test).



*Figure 8: Response Percentages of Teachers Providing Feedback on Students' Performances.*

20% of the total participants have felt that the teacher *often* gives feedback on the performed activities. 18% of the respondents have felt that *sometimes* the teacher provides the feedback if there is ample amount of time at the end of the class or activity. Now-a-days, in CLT based oral communication classes, teachers are adopting new indirect method for giving feedback like arranging peer feedback on the performed activities in a classroom context. This might also make the learners to feel that the teacher is not giving the feedback on regular basis. 17% learners have expressed that the feedback session is conducted *regularly* as a part of the lesson. 12% have felt that the feedback session takes place *very often*.

## Chapter 5

### Analysis

This chapter elaborately discusses the findings of the research and thus tries to obtain the answers of the research questions through a thematic analysis. The entire chapter is divided into three parts for focusing on all the featured areas that have been specified to explore in the research questions.

### Implementation of IRF

In the oral communication classrooms, teachers started to adopt CLT based activities to promote leadership with an aim to build confidence among the learners. For this reason, IRF elements occurred in a large scale while conducting an activity based oral communication class. The observation came up with the following findings that would try to analyze the situations in which the IRF elements had occurred.

### Initiation Part

#### 1) Nomination

The first element that had been revealed in the *initiation* part of the classroom conversation was the *nomination*. The teachers often addressed the learners by their names to make them involved in the task. Addressing the learners by their names thus contributed them to participate more minutely in the discussion and activities. Active learners felt very motivated to share their opinions when teacher had addressed them to give comments on the presented ideas. Moreover, the passive learners also became aware of their performance while the teacher addressed their names during the activity. For example,

05 T: *Very good. Arif.....you tell me what is the topic?*

06 S1 (Arif): *Mam, we will practice how to give direction. ....(from class 1: role play)*  
Or

60 T: *Mr. Abir, what is your opinion?*

61 S9: *Sir, I think smokers should be appointed.*  
.....

85 T: *Probably you look for the term 'mosque', Monjur.*

86 S14: *Right. Thank you, sir.*

32 T: *Mr. Mobasser, what do you think? What is your opinion?*

33 S4: *I strongly agree.*

..... (from class 2 : agree Vs disagree)

### Example 1: Nomination in Classroom Conversation

On the other hand, in class 3, the teacher had not nominated any learner by the name. For this aspect, learners of this class seemed to be personally less involved in the activities. Moreover, it also possibly had an effect on the classroom control. Previous two classes had arranged a good interpersonal bonding among the learners and the teacher which ultimately contributed to conduct a more interactive class by involving the logical interpretations from the learners.

#### 1) Directing

The next element that had been found in the observed lessons is *directing*. While directing the learners, the teachers applied their own teaching strategies based on their teaching experience and assumptions about the learners' level of proficiency and interests. They had used *directing* to give a clear idea of the task, helped the learners to complete the task by following a chronological plan and to maintain the role of the facilitator and to retain the classroom etiquette. For example,

11 T: *Right, (opens page 17 of the handout) here is a map of an airport with some gates. You will create a dialogue about departure or arrival in pair.* .....(from class 1: role play)

Or

03 T: *Oh! Again the messy board. Please someone erase the writing.* .....(from class 3: Free Topic Selected by the Learners)

### Example 2: Directing in Classroom Conversation

Directing thus helped the teachers to conduct the activities and lesson by avoiding any chaotic situation occurred from the misconception about the instructions and also to maintain the classroom etiquette.

## 2) Checking

The teachers had applied different *checking* phrases while monitoring the classroom activities like as group discussion on listing, matching ideas, developing a concept, arguing on declared statements etc. For instance,

21 T: *Ok, done?*

22 S: *No mam.*

.....

25 T: *How long time do you need more?*

.....

85 T: *Done? The notions are already given in the box, right.*

.....

118 T: *What's going on with you, people? .....(from class 1: role play)*

*Or*

67 T: *Decided? (Learners nodded their heads) Yes, then Naima Jannat, tell us about your position.*

.....(from class 2 : agree Vs disagree)

### Example 3: Checking in Classroom Conversation

On the other hand, in class 3, the teacher had offered the learners to choose their own topic and then to discuss it within the group. Moreover, the teacher had not declared any specific time limit to complete the task. For this reason, the teacher had no strong control over the activities such as time management, topic, areas to cover the topic etc. That's why, this class had been more chaotic and the teacher needed to spend a good amount of time only to control the chaotic situation occurred by the argument of the group members while selecting the topic and in shaping out the title and area selected randomly by the groups. As a result, the teacher had not been able to conduct the presentation session of the activity at the end of the class. Thus, it showed that frequent use of checking words and phrases by the teacher contribute a lot to control the classroom activities.

## 3) Giving Cues

The teachers had sometimes given cues to the learners to encourage them for participating actively in the lesson. For this purpose, they had used different types of cues to make the learners confidently came up with their ideas and experiences before the class. Thus, it helped the

learners to instigate the topic from a wide range of dimensions. Example of such situations occurred below,

*28 T: Done? Who are done? Raise your hands, please. Ok...good. Now, who wants to come first? ..... (from class 1: role play)*

#### Example 4: Giving Cues in Classroom Conversation

#### 4) Prompts

Prompts had been used by the teachers to reinforce the learners for completing the assigned task within the targeted timeline that is either specified by the teacher or within the timeframe. Thus, it taught the learners to cope up with the allotted timeframe of an activity and to understand their cognitive abilities by their level of accomplishment of a given task. Examples of such situations are given below:

*74 S11: Sir, time?*

*75 T: You will have five minutes to think. And, remember, I will randomly pick one member from each group to share the findings. So, everyone has to participate in the discussion.*

*.....(from class 2 : agree Vs disagree)*

*13 T: Now, go to that group with whom you have worked first. ....(from class 3: Free Topic Selected by the Learners)*

*81 T: You have five minutes for this task. So, hurry up. .... (from class 1: role play)*

#### Example 5: Prompts in Classroom Conversation

#### 5) Markers

Markers had been used both by the teacher and the learners to mark the boundaries of a discourse pattern. Teachers had used the markers to mark the end of a query raised by the learners with their responses. Learners had used the markers for expressing their reactions towards the instructions and ideas delivered by the teacher. In this way, markers had been used to maintain the interactional norms and context-specific discussion in an oral class. In the observation, the following moves marked the closing of an exchange:

09 T: *Who said that? (Screamed angrily) I have already uploaded it on our Facebook group. In today's class we will do some pair work first. Is it ok?*

10 S: *Ok mam.* ..... (from class 1: role play)

11 T: *Well, if you have got it then read question number 1 and circle out the option that you preferred the most. Now, in a pair tell your partner why you have selected that option.*

12 S: *Ok sir.* ..... (from class 2 : agree Vs disagree)

#### Example 6: Markers in Classroom Conversation

#### Bids

Learners sometimes used the *verbal bids* to draw the attention of their teachers and often to take part in the discussion actively. Examples of such situations can be as below,

08 S1: *Hey! Why are you going to that group? You belong to my group.*

09 T: *Ay...why are you talking so loudly? If I say something it is a must thing for the whole class.*

10 S1: *But mam...*

11 T: *Ok, Let me handle the matter. Rupok, you should sit with your previous group members.*

*Got it? ..... (from class 3: Free Topic Selected by the Learners)*

*Or*

100 S22: *Madam.*

101 T: *Yes, madam.*

102 S22: *Do we need to work on each and everyone's emotional memories?*

103 T: *Yes and you have to develop the moment within your group. Did you get it now?*

104 S22: *Yes mam. .... (from class 1: role play)*

#### Example 7: Bids in Classroom Conversation

## Response Part

Next, the observation revealed the type of *learner's responses* that had been found in the classroom discourse patterns. Learners had given usually verbal and sometimes non-verbal responses to the teachers. The patterns of responses have been given below.....

### 1) Replying

The learners often gave answers to the queries displayed by the teacher and their peers. These types of responses were all linguistic responses and therefore termed as *replying*. Most of the cases, responses of the learners were comprised of short chunks than the teacher's questions containing long chunks. For instances,

134 S5: *Okay, mam. Last night I had a breakup with my girlfriend.*

135 S9: *(from the back) Wow! That's cool bro.*

136 T: *Please be quiet. So, how are you feeling inside now?*

137 S5: *burning mam. ...(replying in class 1: role play)*

*Or*

40 T: *Hmm.... Now let's go into a case study of USA. There a chain smoker called Mr.*

*Descued has filed a case against Philip Morris. Do you know this company?*

41 S5: *Yes sir. (replying)*

42 T: *So, tell me what they do?*

43 S5: *They are one of the leading cigarette brands. (replying)*

44 T: *Right, you are. Do you know any of their brands?*

45 S5: *Yes, like Marlboro Premium Black, Lark and Petra. (replying)*

*.....(from class 2 : agree Vs disagree)*

*Or*

40 T: *Ah..... yes. Some days before, if you have noticed the graduation cap of President Obama's daughter, you would see the quote that says 'the best thing a father can give to his children is education'. Have you write it down?*

41 S: *Yes mam.*

42 T: *And do you know who is the speaker of this quote?*

43 S: *No mam.*

44 T: *It is said by Prophet Muhammad (Sm.). Every quote of the famous people actually gives us the chance to think about everything we have. Now, work more to jot down the points.....*  
*from class 3: Free Topic Selected by the Learners)*

#### Example 1: Replying in Classroom Conversation

### 2) Reacting

Sometimes the learners had *reacted* to the teacher's directions and presented ideas. Therefore, reacting were those non-linguistic responses that the learners had produced in the classroom discourse. For example .....

28 T: *So, you are saying they can take admission in some other universities that allow smoking.*  
29 S3: *(nodding her head positively) .....(from class 2 : agree Vs disagree)*  
06 T: *So, please move your chairs silently and reform your groups.*  
*Learners move their chairs and make circles each comprised of five members. ....(from class 3: Free Topic Selected by the Learners)*

#### Example 1: Reacting in Classroom Conversation

### Follow-Up Part

*Follow up* sessions had been observed to find out the different modes used as follow up strategies and interpretations of both the parties (teacher and learners) on the task. Here, the teachers tried to sum up the activity by making some comments on the task fulfillment, giving some direction on the next topic to be discussed, taking reactions of the learners on the conducted activities and lesson etc. Some of the excerpts from the classroom transcription had been discussed under the terminologies of follow up activities below .....

### 1) Acceptance

Though *acceptance* was considered as the widely used as the most common form of follow up activities in the proposed IRF model but in the class observation teachers had mostly used the *praise , criticize and probing of learner's response* as a form of follow up activities. For instance.....



73 T: Thank you, people for your attempts to present your parts. (praise) Okay, now, please tell me what is your experience of making such dialogues? Did you face any difficulty in making the dialogues? (Probing the learners)

74 S: (Keep silent).....

75 T: So, do you want to brush up your current work? (Probing the learners)

76 S: (screamed together) yes mam.

77 T: Good, then let me help you out with some areas. I see many of you have forgotten to sup the dialogues with proper closing note. ( criticize) Remember guys; don't forget to give a closing note before you end up your role play.

78 S: Okay, mam. .... (from class 1: role play)

Or

40 T: Hmm.... Now let's go into a case study of USA. There a chain smoker called Mr. Descued has filed a case against Philip Morris. Do you know this company? (Probing the learners)

41 S5: Yes sir.

42 T: So, tell me what they do? (Probing the learners)

43 S5: They are one of the leading cigarette brands.

44 T: Right, you are. Do you know any of their brands? (Probing the learners)

45 S5: Yes, like Marlboro Premium Black, Lark and Petra.

46 T: So, I see you know a lot of them. Good. (praise) Now, let's come back to our case.

.....(from class 2 : agree Vs disagree)

Or

90 T: Can anyone share an experience of teaching a child? (Probing the learners)

91 S16: (raise his hand) yes mam.

92 T: Are you a house tutor?

93 S16: Yes mam. The student is my neighbour.

94 T: Ok, can you share some experience of your teaching life? (Probing the learners)

95 S16: Yes, mam. The child is only four years old and last week she learnt how to write her name in Bangla. I was amazed at her quick development.

96 T: Good job. (praise) I also teach two orphan children at my home who are children of my maid. You can always play a social role through such charity. Right?

*97 S: (nodded their heads positively)*

*98 T: So, we should have a vision of charity. Anyway, keep on working. .... (from class 3: Free Topic Selected by the Learners)*

#### Example 1: Acceptance in Classroom Conversation

In the second class, the teacher had conducted some follow up activities throughout the lesson but not conducted it as a specific portion at the end of the lesson. Besides this, the teacher had not given any comment or feedback on the conducted tasks of the learners. Later on, in the interview, the teacher expressed that a summative feedback is usually given to the learners by turns as arranging regular follow up sessions are time consuming. Moreover, the teacher had also expressed that all the tasks set for the class were not worthy of feedbacks and thus did not require any follow up sessions. That's why; it's not being practiced on a regular basis in the classroom.

## 2) Conclusion

Finally, in the conclusion, the teachers had adopted different strategies to wrap up the session. Some of those common strategies were reminding the learners about the task or oral test assigned for the next class, giving clues about the topic to be discussed in the next class, giving direction to complete the on-going task at home, reminding the learners about an on-going assignment etc. Some excerpts of such situations.....

*143 T: Okay, then you better prepare the dialogues at home and next class we will start with a role play of your groups. Don't miss that class because I will discuss about the mid-term viva strategy too.*

*144 S: Okay mam.*

*145 T: Now, let's complete the attendance before you leave.*

*146 S: Sure mam.*

*147 T: Thanks for your participation people. See you in the next class, bye. .... (from class 1: role play)*

*148 S: Bye mam.*

*Or*

91 S18: *(Looking at the wall clock) Hurry up guys, I think we are running out of time.*

92 T: *Now, people we don't have enough time to complete this task today. Next, class we will have a presentation on this. So, remember the group members with whom you have worked today. Now, give attendance please.*

93 S: *Ok sir*  
 .....

94 T: *Taimur, Taimur is here?*

95 S21: *No sir.*

96 T: *Ok. Then, Nafisa.*

97 S22: *Present sir*  
 .....

*After finishing the attendance,*

98 T: *Ok, see you in the next class then, bye-bye. ....(from class 2 : agree Vs disagree)*

*Or*

118 S1 *(class representative): Mam, we are running out of time.*

119 T: *What? How many minutes left?*

120 S1: *Only five minutes.*

121 T: *Ok, then bring the complete work of your ideas on the next class. Remember we will have a group presentation on it.*

122 S: *Ok mam.*

123 T: *Now, please give your attendance.*  
 .....

124 T: *Alright, then see you in the next class. Bye.*

125 S: *Bye mam. ....(from class 3: Free Topic Selected by the Learners)*

#### Example 2: Conclusion in Classroom Conversation

## **Teacher's Role**

In CLT based language classroom, the teachers now tend to invite the learners to do self-evaluation, arranging peer feedback or simply a discussion on the aspects of a conducted activity or lesson to make the upcoming lessons more learner-oriented. Moreover, they arrange such session to check the learners' level of competence after completing the task. The observation revealed the fact that in CLT based oral communication classroom; a teacher needs to monitor the activities and rate of participation of the learners to provide prompt guidelines to them. The monitoring also helps the teacher to provide specific and individual feedback at the end of the lesson. Therefore, the role of the teachers in these oral communication classes are more like a facilitator of the tasks than the general role of only explaining the key concepts through giving instructions before initiating the task.

However, the results from the student survey brought in another aspect of changes that is required to make for making better output in the oral lessons. The learners expressed that the teacher hardly gives any feedback on the conducted task or activity. Without this feedback session, the learners are deprived of the knowledge about their strength and areas to develop. Moreover, feedback session is an important part of follow up activities that can help both the teacher and the learners to improve their abilities and potentiality. Though the learners expressed that the teachers regularly monitor and observe their reactions in the class, they hardly inform the learners clearly about their individual performances with formative feedback. As a result, the summative feedbacks are only given after a certain period of time which hampers the flow of students' gradual development since they do not feel motivated. Therefore, learners badly felt the need of a follow up session by the teacher where they can get a space to know and share their level of understanding on their oral skills.

## **Teacher's Opinion**

The teachers had expressed that brainstorming on the previously discussed issues or a newly evolved thought was usually the common forms of initiation that they tend to use in a classroom context. Other strategies of warm up activities involved elicitation of a picture or graph containing directions, sharing life experiences, analyzing the audio and video contents etc. While expressing their mostly preferred mode of response, they had emphasized on taking oral

responses from the learners. However, one of them also said that sometimes small written responses were taken from the learners. The common mode of follow up activities that most of the teachers had preferred was the individual performance and feedback session. They had expressed that though this individual performance and feedback session was time consuming but still they considered it as the best way to help the learners for knowing about their strengths and areas of development. The teachers had also preferred the group presentation followed by feedback and end up question-answer session between teacher-students on the basis of the activity used in that particular lesson. While talking about the changes that they would like to bring in their oral classes, they had presented some assumed techniques based on their teaching experience. Changes that had been focused mostly by the teachers were like simplifying the ideas, repeating the instructions, paraphrasing and breaking down the activities for better understanding, blending the global theme of a topic with the local elements and thus make it reasonably challenging for the learners etc. The reasons behind their preferred changes covered issues like as importance of focusing on the individual differences of the learners and treat them accordingly, current need of blending the experience of the teacher with the learner's assumed level of proficiency and task effectiveness to make the learners confident and finally to make them independent learners. Thus, they had ended with the fact that the main motto of making changes in teaching technique is to develop the learners' capacity to express their thoughts and ideas logically before others with an air of confidence.

The whole discussion marked the importance of an atmosphere where the learners can work on their personal development of the oral skills under a close monitoring and prompt guidance of the instructor. Therefore, it marked the necessity of a follow up session where the learners can get an idea about the level of progress and the areas to work for developing confidence and leadership from the feedback of the teacher and the peers as well. Allotting a portion of the classroom participation score in the tendency of giving peer feedback after a group/individual performance could help the learners to think critically before making any remarks.

## **Chapter 6**

### **Conclusion and Recommendations**

This chapter contains the conclusive discussion of the study along with the scope of conducting further studies based on the theme and concepts of this research. Alongside, it also contains some endorsement made by the researchers in this field which has a close relation/ which resembles with the findings of this research.

#### **Limitation**

This study has not included any university situated at the semi-urban areas and the public universities that might follow a different curriculum and lesson patterns for teaching the oral skills. That's why; this research can help the other researchers to conduct this study in those areas.

#### **Scope of Further Research**

Further research on enquiring the existence of IRF can be conducted in the English classrooms of secondary and higher secondary levels (both Bangla and English medium). In those aspects, there might be the chances of finding more variables as the present practice in these levels do not mandatorily implement the practice of speaking English in a classroom context. Besides, the same research can be conducted in the public university context to find their patterns of classroom conversations along with the rate of IRF elements that exist there.

#### **Recommendations**

The following recommendations have been aroused after investigating the concern areas of this particular study:

- 1) The framework of classroom discourse at the private university level of Dhaka contains more complex structure than that of the simple IRF structure. For example, structures like (I1R1R2, I1R1I2R2, I1I2R1R2..... RnFn) have been evolved instead of the regular structure of I1R1F1.

Therefore, it suggests that IRF structure is no more maintaining the single pattern of involvement in a CLT based real-life classroom conversation in our tertiary level of oral communication classes. (Yan & Yuanyuan, 2012, p.22)

- 2) In the classroom context of a private university, learners from different streams (Bangla medium, English medium, Madrasa) attend the lectures and their level of attainment is not equally made. Therefore, teacher has to initiate the lesson with a lot of elicitations. Learners rarely initiate the lesson and teachers use longer chunks than the learners in the classroom conversation. As a result, Teachers' Talking Time (TTT) has become lengthy than Students' Talking Time (STT) which is hindering the oral practice rate of the learners. So, the teacher should first create a more interactional atmosphere by selecting one from the learners to read aloud and explain the instructions of a particular task from the writing of the board/sheet. Other learners should also share their explanations during and after it so that a learner focused interactive atmosphere can be built up from the very beginning of the class. The teacher will only help them out when they will be unable to find a proper vocabulary or difficulty in rephrasing a concept. (Yan & Yuanyuan, 2012, p.22)
- 3) The learners of an oral communication class of tertiary level should practice and follow turn-taking method in classroom discussion as a part of classroom etiquette. Turn taking is an important conversation technique that enables one person to start and remain involved in a particular conversation through mutual co-operation. Teachers often seem to interrupt the conversation and turn taking sessions of the learners to correct their ideas, vocabularies and structures. The teacher should not interrupt while the learners share a thought or concept. Rather, they can note down the feedbacks and provide it to the learners at the end of the performance or class. Sometimes the confident and explicit members of the groups take away a long turn that hampers the scope of participation of the other learners. Teachers need to closely monitor the turn taking sessions that take place during an activity and help all the learners to develop the etiquette of a balanced turn taking. The achievement of learning how to maintain the turn taking is considered as the very basic learning required for learning the communication strategies of a target language. (Yan & Yuanyuan, 2012, p.22)

- 4) In the oral classrooms, teachers frequently need to repeat their instructions (partly or whole) to emphasize or guide the learners to completely understand the stages of completing a task. Learners have the tendency to repeat a part or the whole instruction before attempting for the task to show their doubts or to seek confirmation of proper understanding from the teacher. (Yan & Yuanyuan, 2012, p.22)



## **Conclusion**

The study has unfolded some of the facts and scenarios of present implementation of IRF elements in the oral communication classes conducted at the private university level of Dhaka. It has emphasized a lot on the important aspects of classroom discourse and the areas of teaching and learning that needs to restore with the current need of time and strategy for making the learners more self-explorative. It also marks the importance of focusing more on bringing in innovation and diversion in the conducted oral lesson contents for the teachers. In future, this study can be re-conducted to make a comparative work between the IRF elements that exists in the context of a private university with that of the public university oral lessons. Thus, it can also help us to measure the bits and pieces of the current teaching methodologies and implemented materials along with their effectiveness to promote the IRF based interaction in an oral course.

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## Appendix - A

### ➤ Questionnaire for Students

Dear Participant,

The below questionnaire is for your response that will help me to get a clear concept of the presence of IRF elements in the English language classrooms. I am hereby confirming you to maintain the secrecy of your shared information and identities within me.

Your thoughtful responses will help to find out the practical scenario of IRF model in classroom practice.

Thanks

---

Fahmida Rubama Snikdha

MA in TESOL

BRAC University

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#### ❖ Instructions :

- Please put only a tick mark (✓) on the face of the smiley emoticon (😊) that you prefer among all the options.
- Any doubt, please raise your hand silently and I will be there for resolving it.  
If you have understood the above rules, then go for the below questionnaire.....good luck

1. The teacher always starts the lesson with a summary of the previous lesson.....



Strongly Disagree



Disagree



Neutral



Agree



Strongly Agree

2. The teacher repeats the instructions and allotted time clearly before and during the task....



Never

Sometimes

Often

Very Often

Regularly

3. The teacher addresses me by the names whenever asks to participate in the discussion.....



Never

Sometimes

Often

Very Often

Regularly

4. Teacher tends to invite us to provide opinions on the examples and elaboration while presenting a topic .....



Never

Sometimes

Often

Very Often

Regularly

5. The Teacher tends to ask us questions related to the topic only to check the level of our attentiveness during the discussion.....



Never

Sometimes

Often

Very Often

Regularly

6. Teacher tends to invite us for sharing our reactions at the end of a lesson/activity.....



Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

7. The teacher monitors and analyzes our activity minutely during the allotted time.....



Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

8. The teacher provides feedback on the performed activities/ lesson at the end of the task.....



Never

Sometimes

Often

Very Often

Regularly

## **Appendix - B**

### **➤ Teachers' Questionnaire**

Dear Sir/Madam,

I would like to request you to complete the below questionnaire which will help me out to conduct a collaborative analysis of the classroom research data.

I am hereby giving you the confirmation of maintaining the secrecy of your shared information and identities within me.

Thanks

---

Fahmida Rubama Snikdha

MA in TESOL

BRAC University

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### **Instructions:**

- 1) Please read the below questionnaire carefully before you attempted for giving the answers.
- 2) Be brief and provide evidence for your standpoint.
- 3) If necessary, ask for any kind of clarification to the researcher.

If you have understood the above rules, then go for the below questionnaire.....good luck

1. What type of warm up activities do you practice while initiating a lesson?

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2. What are the common styles of responses that you receive from the learners while conducting a lesson?

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3. What type of follow up/checking activities or enquiries do you prefer the most to ensure the achievement of your aim at the end of a lesson? (put a tick and you can select more than one option)

- a) Group/peer task and presentation followed by feedback.
- b) Individual performance and feedback session
- c) End up question-answer session between T-S

4. If you are allowed to bring changes to your conducted class today, what changes would you like to bring after watching the response level of the learners in today's lesson?

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5. Can you share the reasons behind bringing those changes in your conducted lesson?

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## Appendix - C

### Transcriptions of Classroom Conversation

- |   |
|---|
| <p>✓ <b>Class 1 : Course- Oral Communication Skill</b></p> <p>✓ <b>Topic- Role Play</b></p> |
|---|

01 T: How are you, people?

02 S: Fine mam. And you?

03 T: Yeah, I am fine too. Thank you for asking. So, do you know which topic we will study today?

04 S: Yes mam.

05 T: Very good. Arif...you tell me what is the topic?

06 S1 (Arif): Mam, we will practice how to give direction.

07 T: Good but I think I told you to bring the handout on 'emotion' last class. Do you have it with you?

08 S2: No, mam. You have not posted it in the Facebook.

09 T: Who said that? (Screamed angrily) I have already uploaded it on our Facebook group. In today's class we will do some pair work first. Is it ok?

10 S: Ok mam.

11 T: Right, (opens page 17 of the handout and show it before the class) here is a map of an airport with some gates. You will create a dialogue about departure or arrival in a pair. May be you have come to the airport to receive your friend or to see someone off. Remember, this task is basically about giving direction. There is an example just below the map. Read it and make your own dialogues within five minutes. Remember guys, the dialogues will be in Bangla or English?

12 S: in English? (Screamed loudly)

13 T: Yeah, do it now.

Teacher started to roam around the class. After a while,

14 T: Don't you have any handout?

15 S3: No.

16 T: Ok, take my one.



One student enters late and the teacher then asked,

17 T: Do you have the handout with you?

18 S5: Yes, mam.

19 T: Ok, then quickly open page 17 and make the dialogue with your peer.

20 S5: Ok, mam.

After that, the teacher roam around the class to monitor the development of the task and then said,

21 T: Ok, done?

22 S: No mam.

23 T: It shouldn't take more than five minutes. I gave you five minutes to be done.

24 S6: But we need some more time.

25 T: Ok...how long time do you need more?

26 S: Ten minutes, mam.

27 T: It is too long. Anyway, go on with your task.

After ten minutes, the teacher roams around the class and said,

28 T: Done? Who are done? Raise your hands, please. Ok...good. Now, who wants to come first?

29 S8& S9: (raise hands first) we want to present mam.

30 T: Alright. So, we have got our first pair. Come in the front and let's watch their performance.

S8 and S9 come in the front and face each other to act out how to give direction to a foreigner about a nearby restaurant. Meanwhile, the teacher has procured a seat in the first row beside a learner and started taking notes on the performances.

31 S8: Excuse me, can you tell me the way to the restaurant please?

32 S9: Yes, take left from the right corner of this road and you will find it on your front.

33 S8: Ok, I have got it. I think I can manage.

34 S9: Mam, we are done.

35 T: finished? Ok. Now, can we have our second pair, please?

The whole class clapped while the presenters have come back to the seat. Two more students voluntarily went to the front and started to act out,

36 S10: Hello, how can I help you?

37 S11: I am looking for a bar.

38 S: (burst out into laughter)

38 S13: (pinching from the back) good taste man!

39 S10: All right. You have to go straight of this road and then turn left. The bar will be on your left side.

40 S11: Thank you. I think I will manage to find it now.

41 S10: You are welcome.

Second pair has come back and the next pair takes their place

42 T: You have to speak louder, ok?

43 S12 & S13: Ok mam.

44 T: So, who will be who??

45 S12: I will be the foreigner and my partner will give me direction.

46 T: Ok. You can proceed now.

47 S12: Hello, I am first time in Bangladesh. I want to go to the airport from here. Can you help me to reach?

48 S13: Yeah...I can. For that, you have to find a taxi from the next bus-stop and it will take an hour to reach.

49 S12: Where is the bus-stop?

50 S13: Well, you have to straight from here and turn left to get the stoppage.

51T: (to the students making noise at the back) Do you need to talk now? A group is presenting and you people are not listening. I have given you the time to prepare dialogues but still you guys are talking. Anyway, could you please be louder (to the presenter).

52 S12: Yes, mam. Ok, thank you for the direction.

53 S13: You are welcome.

54 S12: Mam, we are done.

55 T: Done? Ok, thank you. Now the next pair can take their place.

While the pair (S12 and S13) went back to their seats after the presentation some back benchers mock them...

56 S14: Good students. Always come first.

57 T: Now, the next pair please.

Another pair went to the front silently to present their part....

58 S15: Excuse me, how do I will find the bar?

59 S17: (from the back)...I see, you only love to visit the bar only....what's the matter, man?

(Laughter in the class)

60 S15: Mam, they are creating problem in our presentation.

61 T: Please, be quiet. (Shouted to the back benchers)

62 S16: Yeah, first you have to go out of this bookshop and then go straight to the corner of the road and then turn right. Then, you will find that the bar is on your left.

63 S15: Oh, thank you for your direction

64 S16: You are welcome.

The next pair comes in the front and the presenters left the space for them silently.....

65 T: So, how do you know each other in this role play?

66 S18: As friends.

67 T: Okay, you can go on.

68 S19: Where are you right now?

69 S18: I am in.....Aww...I am in...Su...Su.

70 T: Souvenir shop.

71S18: Yes, I am in the souvenir shop.

72 S17: Ok, then come out of that shop and turn right. You will see the restaurant beside the bookshop. I am waiting for you, here.

73 S18: Alright. I am coming there.

S17 and S18 went back to their seats and the teacher said to them

74 T: People, don't end the conversation suddenly. You have to give formal thanks before wrapping it up.

75 S17: Mam, actually, we have changed out roles and items too many times that we can not make it confidently.

75 T: Ok, dear. No problem. I am sure that next time you will do better. Now, the next pair, please.

Similarly, S19 and S20 take their position in the front by facing each other.

76 S19: Can you please help me out to find a place nearby?

77 S20: Sure, why not? Where do you want to go?

78 S19: Well, I want to go to the restaurant.

70 S20: At first, you have to get out of this pet shop and turn left. Then, you have to go straight until you find the flower shop called 'Florist'. The restaurant is just beside the flower shop.

71 S19: Thank you for your help.

72 S20: It's my pleasure.

S19 and S20 went back to their place and the teacher came to the front to share the findings of their performances.

73 T: Thank you, people for your attempts to present your parts. Okay, now, please tell me what is your experience of making such dialogues? Did you face any difficulty in making the dialogues?

74 S: (Keep silent).....

75 T: So, do you want to brush up your current work?

76 S: (screamed together) yes mam.

77 T: Good, then let me help you out with some areas. I see many of you have forgotten to sum up the dialogues with proper closing note. Remember guys; don't forget to give a closing note before you end up your role play.

78 S: Okay, mam.

79 T: Now, I want to move on the next task. Please, turn a page of your handout. There you will find some pictures containing the directions with a list of descriptions for each picture. You have to attach the correct description with the correct picture. Did you get my point?

80 S: (screamed loudly) Yes mam.

81 T: You have five minutes for this task. So, hurry up.

Some students at the back started making noise in the class and the teacher warned them by saying

82 T: Be quiet. There is an observer in the class. At least take that in your mind and behave

accordingly.

83 S21: Mam (shows one complete example).... Is it like this?

T went near to that student and checked it out,

84 T: Hmm, hmm. You are going on the right track.

T again came on the front and monitored the groups from there....

85 T: Done? The notions are already given in the box, right?

86 S: (silently work on the task)

87 T: Well, if you mention a person then use the term “go with the person”. Are you done? Who are done?

88 S21: (raise hand from the back)

89 T: So, you are done. Then, tell me the direction for the first image. Go straight and...

90 S21: turn left, mam.

91 T: Is it right, people?

92 S: Yes mam.

93 T: Ok, then the next one.

94 S: (loudly screamed together) go straight then turn left. The hospital is on your right side.

95 T: Right, so, do you have any other doubt in it?

96 S: No mam.

97 T: Okay. So, I hope from now on, you will be able to find different ways to give directions.

98 S: Yes mam.

99 T: Now, let's move on our next topic. You have to circle your chairs and thus make a group of four people. Then, you will make a story together. May be it could be the story of your good result or a nightmare or anything memorable.

100 S22: Madam.

101 T: Yes, madam.

102 S22: Do we need to work on each and everyone's emotional memories?

103 T: Yes and you have to develop the moment within your group. Did you get it now?

104 S22: Yes mam.

So, the students start working in groups and the teacher roamed around the class and suddenly went near to a group for finding them silent.

105 T: Don't you have any emotional moment in your life?

106 S23: Yes mam.

107 T: Then work on it and discuss with your group members.

.....

Teacher monitors another group while using Bangla word and warned them....

108 T: Talk in English. No use of Bangla, ok?

109 S 24: Ok, mam.

110 S 20: What it says..... (aside) Like very angry.

111 T: I am fiercely angry.

Conversation takes place in a group,

112 S1: Okay, 'helpless' this our theme word to work on.

113 S2: We can say 'I burst out into helpless laughter'.

114 S4: Is it like this? Hu hu hu.....(imitates to wipe own tears)

115 S1: Hey, why are looking so pale? Did you lose your partner?

116 S3: (nodded head)

117 S1: Then, join our discussion.

118 T: What's going on with you, people?

119 S1: Mam, we are working on our theme.

120 T: Okay, go on and let me know if you face any problem.

121 S1: Sure, mam. Okay, friends let's imagine that I am very sad for having some personal problems.

122 S2: Only sad? Not angry?

123 S1: Yes, only sad.

124 S3: Then, how helpless laughter will come?

125 S: (All members in the group burst out into laughter)

126 S1: Enough guys. Let's distribute our topics. You first decide on which topic you would like to work on? For example, I will work on frustration.

127 S2: Then, I will share about sadness after fail to get a good score in exam.

128 S3: Aww....yes. I will share about a tensed mind before sitting for an exam.

129 S1: Now, 'fear' is left for you (to S4).

130 S4: Alright. I will talk about that.

131 T: Ready?

132 S: No mam.

133 T: Who said that? I have seen that the group next to me have completed their parts and they want to present too. Okay, the group is sharing the story. Be louder when you present, people.

134 S5: Okay, mam. Last night I had a breakup with my girlfriend.

135 S9: (from the back) Wow! That's cool bro.

136 T: Please be quiet. So, how are you feeling inside now?

137 S5: burning mam.

138 S8: (pinching from the back) Please call the fire service then.

139 S6: No worry man. I have been ditched by twenty girls but still I am hopeful to get a good girlfriend.

140 S: (burst into laughter)

141T: So, the vocabularies that they have used as the themes of their story are 'cool' and 'burning'. Any other group who are prepared?

142 S: (kept silent)

143 T: Okay, then you better prepare the dialogues at home and next class we will start with a role play of your groups. Don't miss that class because I will discuss about the mid-term viva strategy too.

144 S: Okay mam.

145 T: Now, let's complete the attendance before you leave.

146 S: Sure mam.

147 T: Thanks for your participation people. See you in the next class, bye.

148 S: Bye mam.

<p>➤ <b>Class 2 : Course- Oral Communication Skill</b></p> <p>➤ <b>Topic- Agree Vs Disagree with Statement on Smoking</b></p>
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01 T: Good afternoon class.

02 S: Good afternoon sir.

03 T: Sorry for I am a bit late today. Actually, I had a meeting with the chair today.

04 S1: Yeah, the peon has told us.

05 T: Right, I had sent him to say so. Now, let's open our materials.

06 S2: Which one sir?

07 T: From the old material..... (Shows a page from his handout).....find this page. The title is 'You Can be the Judge' ....I repeat 'You Can be the Judge'. In your handout ....please find it. Have you found out?

08 S: No sir.

09 T: It's right here in page 18.

10 S: Yeah, got it.

11 T: Well, if you have got it then read question number 1 and circle out the option that you preferred the most. Now, in a pair tell your partner why you have selected that option.

12 S: Ok sir.

Students started to read and discuss the question in pair. Meanwhile the teacher noticed a student without a handout and pointed a finger to a single student with the handout and thus helped him out. While the students have been reading, the teacher wrote a sentence 'I am agree' on the board and said loudly.

13 T: Is it correct?

14 S: Yes sir.

15 T: No, something is wrong here. Can anyone say the correct form?

16 S: No sir.

17 T: Well. It will simply be I agree. Otherwise you can also use the term I am agreed to..... Have you understood the difference?

18 S: Yes sir.

19 T: So, I expect that you will not deliver such phrases while sharing your position about



question 1.

The teacher then wrote another sentence on the board.... ‘Smokers should not be given admission in our university’ and then said,

20 T: Now discuss with your partner whether you agree or disagree with the statement. Oyeshi, what do you think about this statement?

21 S3: I disagree.

22 T: why?

23 S3: Umm.....because the smokers pollute the environment.

24 T: So, in that case you are agreeing with it.

25 S3: Oh, sorry sir.

26 T: Ok, then tell me where the smokers will go?

27 S3: ...to some other universities.

28 T: So, you are saying they can take admission in some other universities that allow smoking.

29 S3: (nodding her head positively)

30 T: Now, go to next page. Question number 5. Statement 5. It says people have the right to smoke or not to smoke. Tell your partner why do you agree or disagree with it.

31 S: (read the statement in pair)

32 T: Mr. Mobasser, what do you think? What is your opinion?

33 S4: I strongly agree.

34 T: why?

35 S4: Because if you want to smoke no one can stop you.

36 T: Aha....but of course we have a law of fine if you smoke in public.

37 S4: But nobody pays any fine for smoking in public.

38 T: Yeah, that’s the irony of this law.

39 S: Right sir.

40 T: Hmm.... Now let’s go into a case study of USA. There a chain smoker called Mr. Descued has filed a case against Philip Morris. Do you know this company?

41 S5: Yes sir.

42 T: So, tell me what they do?

43 S5: They are one of the leading cigarette brands.

44 T: Right, you are. Do you know any of their brands?

45 S5: Yes, like Marlboro Premium Black, Lark and Petra.

46 T: So, I see you know a lot of them. Good. Now, let's come back to our case. Mr. Descued has just been cured from a throat cancer and then filed a case against Philip Morris by saying that they don't put a warning of the brutal impacts of smoking on the packet. Now, imagine that you are the judge. So, what will be your decision? Discuss again in pair.

47 S: (discusses in pair)

48 T: So, Mr. Alvi, what is your opinion?

49 S6: Sir, I will charge the company for selling the cigarette without any warning.

50 T: Hmm, so you want to charge the company for this mistake. Let's see what Alvi says?

51 S7: Sir, I will also charge the company.

52 T: Okay, so anyone in the class wants to charge Mr. Descued? Please raise your hand.

53 S: (nobody raise hand)

54 T: Hmm... seems all of you are on the side of Mr. Descued. Okay, and then let's move onto the next question. It is question number 6. Please read it out, Shahneyaz.

55 S8: Some companies have the policy that they will not appoint smokers.

56 S: (all laugh) ha ha ha.

57 T: Right, so prepare your position on this statement.

After a while, the teacher enquired,

58 T: So, have you prepared?

59 S: (nodded their heads positively)

60 T: Mr. Abir, what is your opinion?

61 S9: Sir, I think smokers should be appointed.

62 T: why so?

63 S9: Because they also have families... and...umm....and they need to support them.

64 T: Okay, if we thin from the humanitarian ground then you are right. Now our next topic to discuss...

Teacher then wrote 'Our University should have a room for the smokers'. While the teacher has been writing the statement on the board, some male students raise hand on behalf of those words

and thus made fun.

65 T: Now discuss with your partner and tell me your position.

66 S: (discuss in pair)

67 T: Decided? Yes, then Naima Jannat, tell us about your position.

68 S10: Sir, I agree.

69 T: Ok, but why do you agree?

70 S10: Because it will affect the reputation of our university.

71 T: Reputation...umm...yeah....good observation. Now, people please move your chairs and make a group of five people. Quick.

72 S: (comprise the groups accordingly)

73 T: Write a statement in your notebook which is 'Our University should have separate prayer rooms for other religions like that we have our University mosques for the Muslims'. Imagine you are the vice chancellor of this university and then decide your position.

74 S11: Sir, time?

75 T: You will have five minutes to think. And, remember, I will randomly pick one member from each group to share the findings. So, everyone has to participate in the discussion.

76 S: Ok sir.

Teacher started to monitor the activity by roaming around the groups. Meanwhile, a group discusses the issue within themselves like...

77 S12: I will build up separate prayer halls.

78 S13: But why?

79 S12: Because students from other religions also pay for the infrastructural development of the campus.

80 S14: Right, if the Muslims can say their prayer inside this premise then why don't the other students from different religions be out of this facility?

81 S15: Let's write down the main points in a page.

82 S12: Ok, We will gather the points. Better you write..(to S13)

83 S13: Ok, give me the points. I will write down in my notebook.

84 S14: Ah...what was the name of Muslim's prayer hall?

85 T: Probably you look for the term 'mosque', Monjur.

86 S14: Right. Thank you, sir.

87 T: And, don't write long sentences. Write short points or notes.

88 S13: Ok sir.

Meanwhile another group is discussing the techniques of presenting their ideas.

89 S16: So, while presenting we will use the term 'If I am the vice chancellor' and then we will add our opinion.

90 S17: Ok.

91 S18: (Looking at the wall clock) Hurry up guys, I think we are running out of time.

92 T: Now, people we don't have enough time to complete this task today. Next, class we will have a presentation on this. So, remember the group members with whom you have worked today. Now, give attendance please.

93 S: Ok sir.

.....

94 T: Taimur, Taimur is here?

95 S21: No sir.

96 T: Ok. Then, Nafisa.

97 S22: Present sir

.....

After finishing the attendance,

98 T: Ok, see you in the next class then, bye-bye.

99 S: Bye sir.

❖ **Class 3: Course- Oral Communication Skill**

❖ **Topic- Free Topic Selected by the Learners**

01 T: Hello, students.

02 S: Hello mam.

03 T: Oh! Again the messy board. Please someone erase the writing.

One student then erased the board writing of the previous class.

04 T: You remember that we have formed our groups' last class.

05 S: Yes mam.

06 T: So, please move your chairs silently and reform your groups.

07 S: Ok mam.

Students then move their chairs and make circles each comprised of five members.

08 S1: Hey! Why are you going to that group? You belong to my group.

09 T: Ay...why are you talking so loudly? If I say something it is a must thing for the whole class.

10 S1: But mam...

11 T: Ok, Let me handle the matter. Rupok, you should sit with your previous group members. Got it?

12 S2: Sorry mam.

13 T: Now, go to that group with whom you have worked first. Now, students tell me what are the qualities of a good group member.

14 S3: He must be co-operative.

15 T: Aha....any more qualities?

16 S4: Helpful

17 T: Hmmm.... And how they do that?

18 S5: Share their ideas.

19 T: Louder...louder.

20 S5: They share their ideas.

21 T: Right. And what are the bad qualities of a group member?

22 S6: Laziness

23 T: Hmm...any other points?

24 S7: Non-co operative.

25 T: Right. Basically you have presented the very core symptoms of a bad group member. Now, come to our today's task. Last class, I told you to find a topic to be discussed in the class from internet. I told you to pick something educative for us. You remember?

26 S: Yes mam.

27 T: Now, can you please share your topics one by one from each group?

28 S1: Mam, our topic is 'How Learners Can Contribute their Leisure Hours in Social Welfare'.

29 T: Good topic. So, what are the areas that you would like to focus?

30 S2: For example, we can teach illiterate people.

31 T: And, how do you describe the importance of this task?

32 S3: Mam, education is very impor.....

33 T: Don't just give vague opinions...try to quote the famous personalities when you claim something. We have already discussed about some of them.

34 S4: Mam, can you quote Fredrick Douglas?

35 T: Yes, of course. Anyone whose word comes in your mind?

35 S5: Ahh..... no mam.

36 T: For example you can quote Nelson Mandela. He said 'education is the most important weapon to change the world'.

37 S5: Ok mam.

38 T: Don't just listen; take notes when I say something.

39 S8: Mam, can you please share other quotes?

40 T: Ahh.... yes. Some days before, if you have noticed the graduation cap of President Obama's daughter, you would see the quote that says 'the best thing a father can give to his children is education'. Have you write it down?

41 S: Yes mam.

42 T: And do you know who is the speaker of this quote?

43 S: No mam.

44 T: It is said by Prophet Muhammad (Sm.). Every quote of the famous people actually gives us the chance to think about everything we have. Now, work more to jot down the points.

Teacher started to roam around the class. She then moved to another group and they show a page to the teacher and say....

45 S9: (shows a page) here is our list, mam.

46 T: Rather than showing it please read it aloud.

47 S9: Mam, we have written a quote which is 'the first draft is like building a castle in the air'.

48 T: And, who is the speaker of this quote?

49 S9: I don't know mam.

50 T: Remember, you don't need to quote anything unless you are aware of the sources. So, find out the speaker. You can use internet.

Teacher again moved to another group,

51 T: So, what is your topic?

52 S10: (shows a blank page)

53 T: Why you are having a blank page?

54 S10: Mam, actually I belong to another group.

55 T: So, why are you sitting here? Which group do you belong?

56 S10 points finger to a group sitting in the left corner.

57 T: Then, you should join them. Come on, move your chair.

The student tried to move the chair but found a narrow space.

58 T: Let me help you to done with it.

Teacher then helped the student to sit with his previous group and then moved to the next group.

59 T: So, what's your topic?

60 S11: Mam, we are working on the 'Role of Parents to Develop the Personality of the Children'.

61 T: Good topic. You write down the main points and then show the ideas to me.

62 S12: Ok mam.

Meanwhile the teacher invited another student from a large group into a small group and said....

63 T: You better join this group and discuss your ideas with them. Ok dear?

64 S13: (nodded her head)

65 T: Now, let me visit another group.

Teacher moved to the next group and enquired....

66 T: So, what do you want to do?

67 S14: Mam, our topic is 'Things We Can Do on Ramadan'.

68 T: What about the other months?

69 S15: But mam this month is the most important time for good deeds.

70 T: Then you can think how you can connect the knowledge of this month in the other months of the year.

71 S16: Mam, in that case we can work on 'How We Can Use the Knowledge and Teaching of Ramadan during the Whole Year'.

72 T: Yeah, you can work on that. It sounds good but I think if you rephrase the topic in short then it will sound good.

73 S17: So, we need to revise the topic.

74 T: Right, just reduce it and then start working on the main ideas that you want to incorporate here.

75 S15: Ok mam.

Teacher then moved to the next group,

76 T: Use your brain. Don't just bring in memorized ideas. Work on the topic and be productive.

77 S16: Mam, we are discussing.

78 T: Dear, you should take note while discussing. Bring out your pen and write down the ideas.

79 S16: Ok mam.

The student followed the instruction.....

80 T: Quick. Make it fast.

Teacher then moved to the next group and then silently read the portion of a learner's writing and said.....

81 T: Let me see what you have written. Ah...dear, a man is pride or proud?

82 S17: Proud mam.

83 T: Right. So, correct it.

The students corrected that particular piece of writing. Teacher then roamed around to the other groups and said...

84 T: Compete with each other. Let's see who comes up with the highest number of issues and their solutions.

A group discussion between two group members,

85 S14: Fasting makes us patient.

86 S15: It teaches us to march on the path of Allah through our prayers and sacrifices.

87 S14: Let me write it down. Ah.....seeking help through....then? What was that?

88 S15: Help through prayers and sacrifices.

89 T: Good work. Ramadan taught us to refine our spirits too. Carry on.

Teacher then came back to the front and said...

90 T: Can anyone share an experience of teaching a child?



91 S16: (raise his hand) yes mam.

92 T: Are you a house tutor?

93 S16: Yes mam. The student is my neighbour.

94 T: Ok, can you share some experience of your teaching life?

95 S16: Yes, mam. The child is only four years old and last week she learnt how to write her name in Bangla. I was amazed at her quick development.

96 T: Good job. I also teach two orphan children at my home who are children of my maid. You can always play a social role through such charity. Right?

97 S: (nodded their heads positively)

98 T: So, we should have a vision of charity. Anyway, keep on working.

99 S18: (shows a script) Mam, do I need to rephrase this?

100 T: (after checking) Yes.

101 S19: Miss...miss?

102 T: Yes miss. Tell me.

103 S19: I have written 'what we taught in Ramadan'.....

104 T: Does it sound correct?

105 S19: (silent for a while) no mam.

106 T: Do recursive reading when you write so that you can correct your own writing.

107 S19: Ok mam.

108 T: So, you can rephrase it like 'Ramadan can teach us to be more patient'. Ok?

109 S19: But mam....

110 T: Don't argue. First listen carefully what I am saying then use your ability to rephrase it.

111 S19: Sorry mam.

Meanwhile another group asked another question to the teacher.....

112 S20: Mam, I have written about Malala who raised her voice...

113 T: Ah.....not rise dear. It's raised. Show me the script.

114 S20: (shows the script)

115 T: I think I showed you to capitalize this word before but still you have not corrected it. Do it now.

116 S20: (corrected her script)

117 T: And, you can also add a quote of Malala which is ‘without any struggle, there is no success’.

118 S1 (class representative): Mam, we are running out of time.

119 T: What? How many minutes left?

120 S1: Only five minutes.

121 T: Ok, then bring the complete work of your ideas on the next class. Remember we will have a group presentation on it.

122 S: Ok mam.

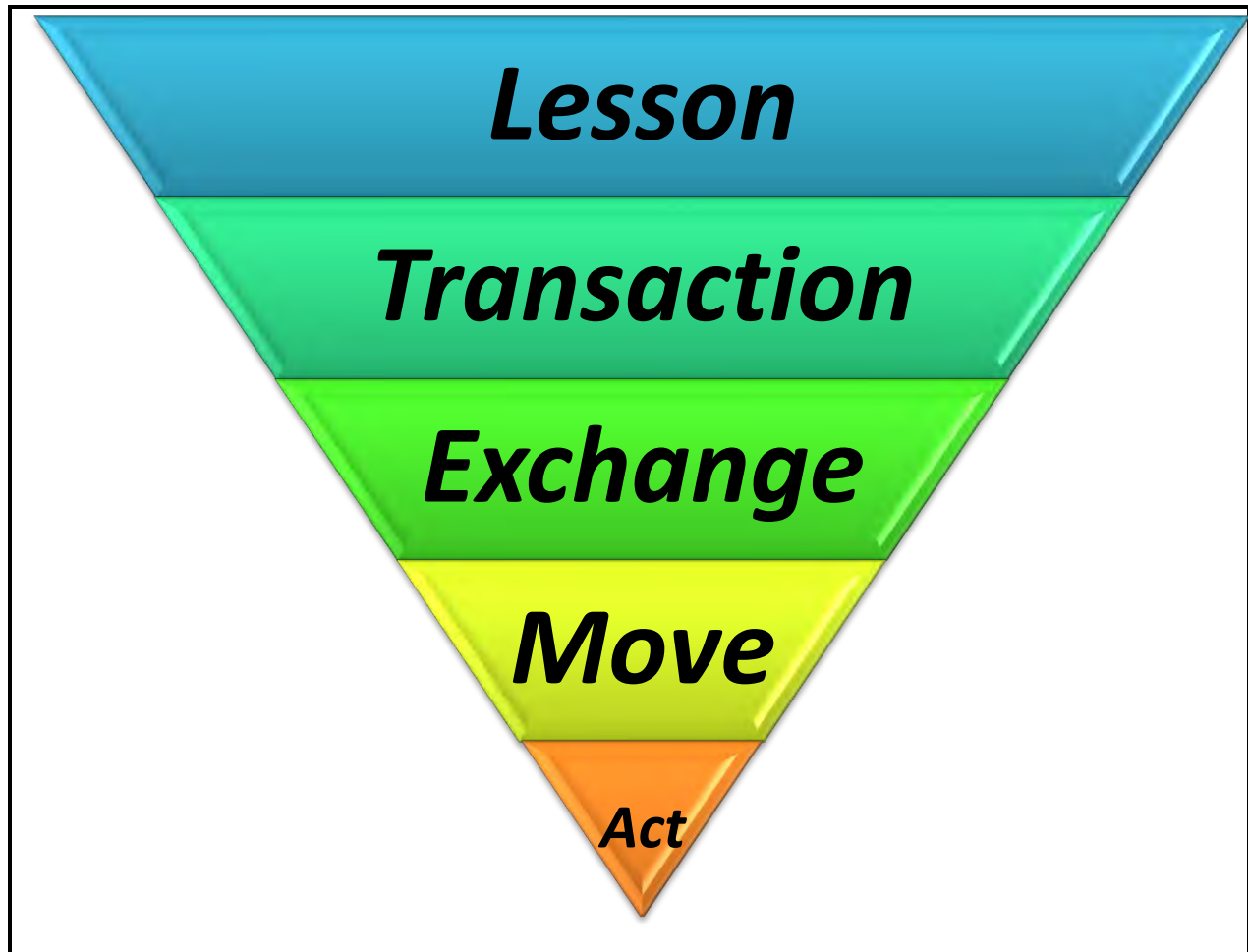
123 T: Now, please give your attendance.

.....

124 T: Alright, then see you in the next class. Bye.

125 S: Bye mam.

List of Figures



**Figure 1: Rank Structure of Classroom Interaction**

### **List of Tables**

The elements that are likely to be found under these three exchanges are being listed below-

<b>VERBAL/NON-VERBAL OPENING (INITIATION) Teacher's Part</b>	<b>FOCUSING / ANSWERING (RESPONSE)  Learners' Part</b>	<b>FRAMING /FEEDBACK (FOLLOW UP)  Teacher's Part</b>
Elicitation	Revising	Instructional Guidance
Informing	Summarizing	Acceptance
Directing	Focusing	Praise
Checking	(Asking)Rhetorical Questions	Probing
Giving Cues	(Asking) Close-ended Questions	Criticism
Nomination	Replying	Reject Answers
Prompt	Reacting	Reallocation of Questions
Repetition of Instruction	Acknowledging	Reinforcement
Marker	Listing	Reflecting
Starter	Scaffolding	Evaluate
Directive	Silent Stress	Conclusion
Bid	Metastatement	
	Prompt	
	Clue	
	Comment	

**Table 1- Elements of IRF Model**